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ABSTRACT

Designed for use at the senior high school level, this career decision making mini course is based on Peter Blau's Model of Occuational Choice. The course has been pilot-tested with college bound and non-college bound students. It may be offered as an elective unit for one-half to one full semester in one to three class periods per week or it may be infused in an English, social studies, health, sociology, psychology, or human relations course. This document contains both the leader's guide and the student's guide. The leader's guide contains information on the background and development of the curriculum model, recommendations for use, and warm-up activities. The student's guide contains the curricular materials which are assembled in the form of a career decision making learning packet. The packet is divided into the following three units: Values; Occupational Information; and Decision Point. Fifteen learning capsules comprise the complete packet. Each learning capsule contains individual and group activities. (BM)

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PLANNING AHEAD FOR CAREER CHOICE

A Career Decision Making Mini Course for High School Students

Dorothy J. Jackson

Institute for Research and Development in
Occupational Education, Department of Education
New York State College of Agriculture and Life Sciences
Cornell University, Ithaca, New York

In Cooperation With

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New York State Education Department
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PREFACE

This Mini Course is one culminating product of Institute sponsorship of efforts toward more effective implementation of the Career Decision Making Element of the Career Education concept. During that period of time we have witnessed a growing concern that career decision making skills are a focal element in the Career Education concept. Teachers and counselors responsible for implementation of Career Education programs are seeking means for enhancing the effectiveness of learning experiences that will contribute to student acquisition of life-time career decision making skills.

In 1971 Professor Joan R. Egner, Cornell Department of Education, initiated Institute efforts to identify and validate a career decision model that would provide a theoretical base for the development of instructional procedures and materials for use in elementary schools, secondary schools, and two and four year colleges. Extensive library research led to the selection of Peter Blau's Model of Occupational Choice as the most promising alternative. Subsequent field studies published as doctoral dissertations by Richard Rubin, Carl Jurica and Donovan Russell have established the validity of Blau's proposed eight occupational choice determinants.

During 1973-74, Dorothy J. Jackson, working with Professor Egner, undertook the application of this now validated model to the development of a Career Decision Making Mini Course for use at the senior high school level. Ms. Jackson's experience as a teacher, counselor, Curriculum Coordinator and Coordinator of Continuing Education has been particularly

appropriate to the tasks involved. In addition to a restatement of theoretical terms in the language of high school students, Ms. Jackson and Professor Egner adapted the Blau materials to the J-E Career Decision Making Model; adapted and developed appropriate learning activities and field tested the Mini Course.

A second piloting and evaluation took place during 1974-75 in six New York State schools with college bound and non-college bound eleventh grade boys and girls. An experimental-control design was employed. Four groups in each school--two of whom were enrolled in the course and two of whom acted as a control--were pretested and posttested to help determine how the mini course contributed to improving career decision making skills. (24 groups, N=336, comprised the total sample). Counselors and teachers, after attending a workshop in decision making, values clarification and use of curricular materials, taught the decision making course for two class periods for ten weeks.

Results of the piloting and evaluation showed:

1. On the measure of Career Maturity which is related to career decision making:

   a. The course made a significant difference at the .001 level with college and non-college bound students.
   b. Students' mean scores made a significant improvement from pretest to posttest.

2. On the measure of Career Decision Making:

   a. Students' mean scores made an improvement from pretest to posttest.
   b. The non-college bound students who took the course had higher mean scores than the control but not significantly higher.
   c. Three schools showed a significant mean score improvement:

      1 college bound group
      3 non-college bound groups

3. Students' educational and occupational aspiration levels increased significantly.

4. Sex made a significant difference in decision making and career maturity with females scoring higher on both measures.

5. After the course students had a better understanding of the kinds of occupations that suited their abilities, interests and personalities.

6. Students self-evaluation of the Jackson-Egner (J-E) Career Decision Making Model and Mini Course indicated:

   a. 62% felt fairly well to very well about using the (J-E) Decision Making Model in assisting them in future occupational and college choices.

   b. They strongly agreed or agreed that they Now Know How To:

See more occupational choices	63%
Go about getting more information	73%
Recognize their values and use them in making decisions	76%
Consider and rank alternatives according to the ones that are best for them	68%
Go about making some career decisions	82%
See that their first and second occupational choice may not be the best for them	33%

More details on research methodology, data analysis, and results are available from the author.

The Career Decision Making Model and Mini Course provides a strategy and curricular materials that will aid students in the 10th, 11th, or 12th grades in making career choices. It may be offered as an elective unit for one-half to one full semester, one, two or three class periods per week or it may be infused in an English, Social Studies, Health, Sociology, Psychology or Human Relations course.

This culminating product is the result of research which provided a step by step process verification of a career counseling and development intervention in decision making in the form of a career choice model and Mini Course not previously available to high school students. Student and leader participation in use and evaluation helped complete the process through learner verification.

JOHN WILCOX, DIRECTOR

ACKNOWLEDGMENTS

This Mini Course would not have been possible without the participation of many individuals. We are grateful particularly for the enthusiastic cooperation of the leaders who taught the course and those students who gave of their time and effort to contribute to the piloting and evaluation. A special note of thanks to all those people who cooperated in the initial field testing in the Ithaca City School and Groton Central School Districts and to the six pilot high schools: Catholic Central, Binghamton; Johnson City; Owego Academy; Susquehanna Valley; Whitney Point and Windsor.

Helpful suggestions for revisions were offered by Dr. Gene Winter, Associate Director of the Cornell Institute for Occupational Education, and Research Associates: Dr. James Bennett, Ms. Jean Boyce, Dr. LaVerna Fadale, and Dr. Martha Muncrief. We wish also to thank Carolyn Gillen, Institute secretary, for her typing efforts and Lynn DeJonghe, Research Assistant, for editing the Mini Course. The cover design and graphics, by Laura Cicchetti, Visual Communications Group, Media Services, is a much appreciated artistic contribution.

PLANNING AHEAD FOR CAREER CHOICE

Career Decision Making

Introduction

The importance of experience and education in career decision making has been highly underestimated in our schools and society. Decision making is a process or strategy for choosing among various options. Skills in the process of obtaining and identifying useful information for judging and selecting from two or more possible career choices have not been acquired by the majority of students. Evidence shows that dispersement of vocational information alone is not adequate to aid career decision making. Students have the need to learn how to make tentative and flexible career choices within a systematic framework. They need to see what is important to them both at the present time and in the future in order to make satisfying life and career choices.

Concentration on the elements of career awareness and career exploration are apparent in many schools but most do not pursue the elements of decision making skills and self awareness. Little opportunity exists for coordination of the elements or follow-up activities beyond "hands on" experiences. Since decision making is a process, Donald Super's 1951 definition of a career choice: "a process of helping a person to develop and accept an integrated and adequate picture of himself and his role in the world of work, and to convert it into reality with satisfaction to himself and benefit to society," is still a viable goal for a Career Education program. Use of the Career Decision Making Mini Course should help improve career decision making skills and self awareness and should help implement this goal.

Students are expected to make career choices in a complex technological environment with a diversity of occupations. Frequently, occupational choices are made passively without the assistance and use of decision making skills. Options are closed out without adequate consideration for all the occupational choice determinants particularly a value system. High school students and particularly eleventh and twelfth graders are beginning to experience the need to make some decisions about what they are going to do after high school. Making career choices is one of the most important and significant acts in a person's life.

Background and Development

Review of the literature revealed that no comprehensive research study or systematic decision making model, applicable to adolescent career choice, existed. Components of decision making models (Gelatt 1962; Clarke, Gelatt, Levine 1965; Hoyt 1972; Stufflebeam 1971; Martino and Stein 1969) were identified. Key concepts from these models and the unique aspects of adolescence and decision making (Holland 1968; Ginzberg 1951; Erikson 1959; Dinklage 1966; Super 1960, etc.) yielded the new Jackson-Egner (J-E) Career Decision Making Model (Jackson 1974).

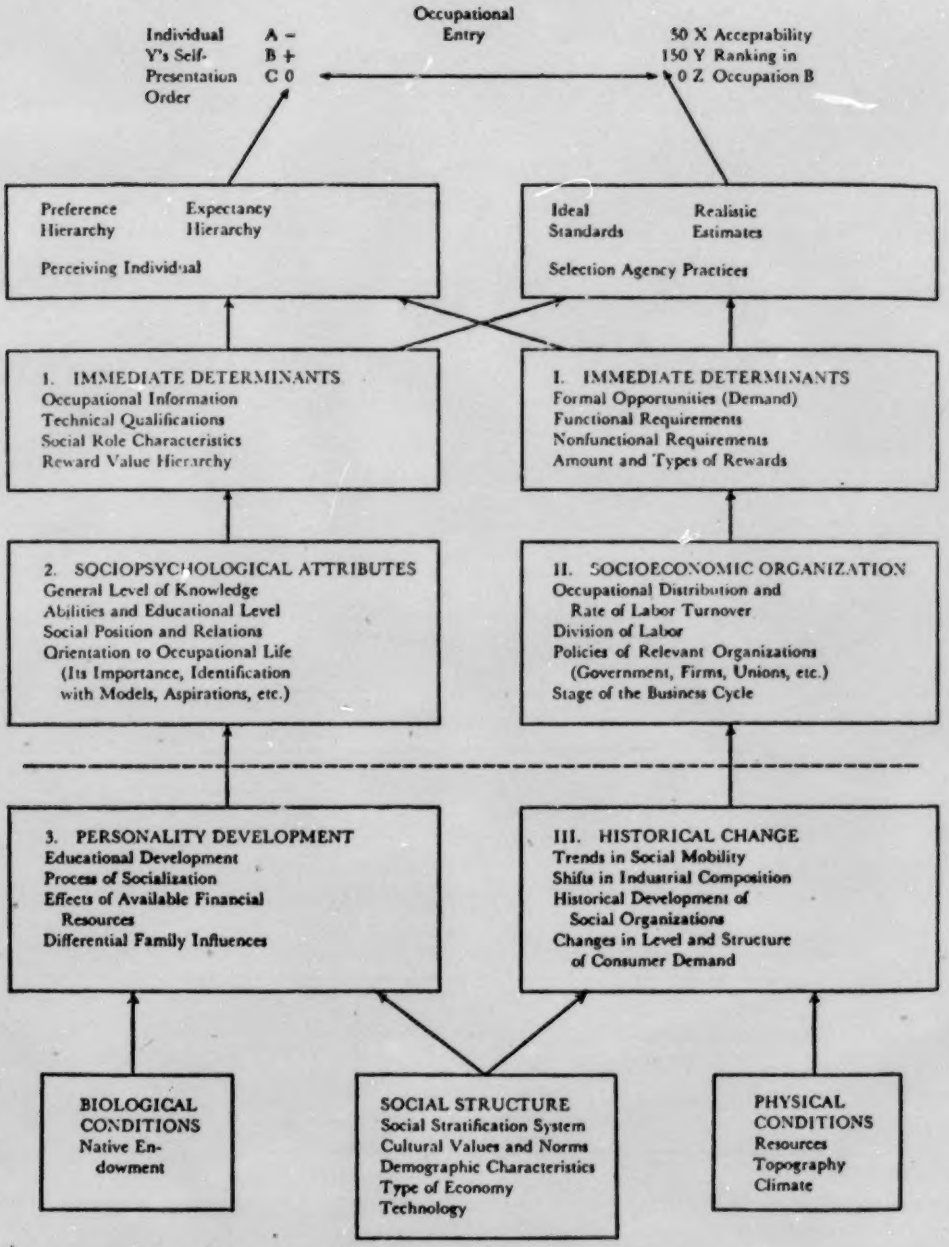
The Peter Blau et al. schema of occupational choice (Blau 1956) identified eight immediate determinants of occupational choice, Figure 1. Conceptual utility of Blau's model was determined with three research studies (Jurica 1973; Rubin 1973; Russell 1973).

Blau's determinants were redefined for manageability and user understanding and inserted in the Jackson-Egner Career Decision Making Model, Figure 2. The terminology for student understanding and use is defined with the original Blau terms in brackets.

Values of Self: 12

1. Knowing Myself. [Social Role Characteristics] understanding

FIGURE 1. Schema of the Process of Occupational Choice and Selection



Source: Peter M. Blau et al., "Occupational Choice: A Conceptual Framework," Industrial and Labor Relations Review, Vol. 1 (July 1956), pp. 531-543.

who I am, my interests and other characteristics that are determinants of choice.

2. My Skills and Abilities. [Technical Qualifications] skills and academic strengths a student possesses.
3. Rewards I Value. [Reward Value Hierarchy] the relative significance of different occupational rewards or satisfactions the student wants.

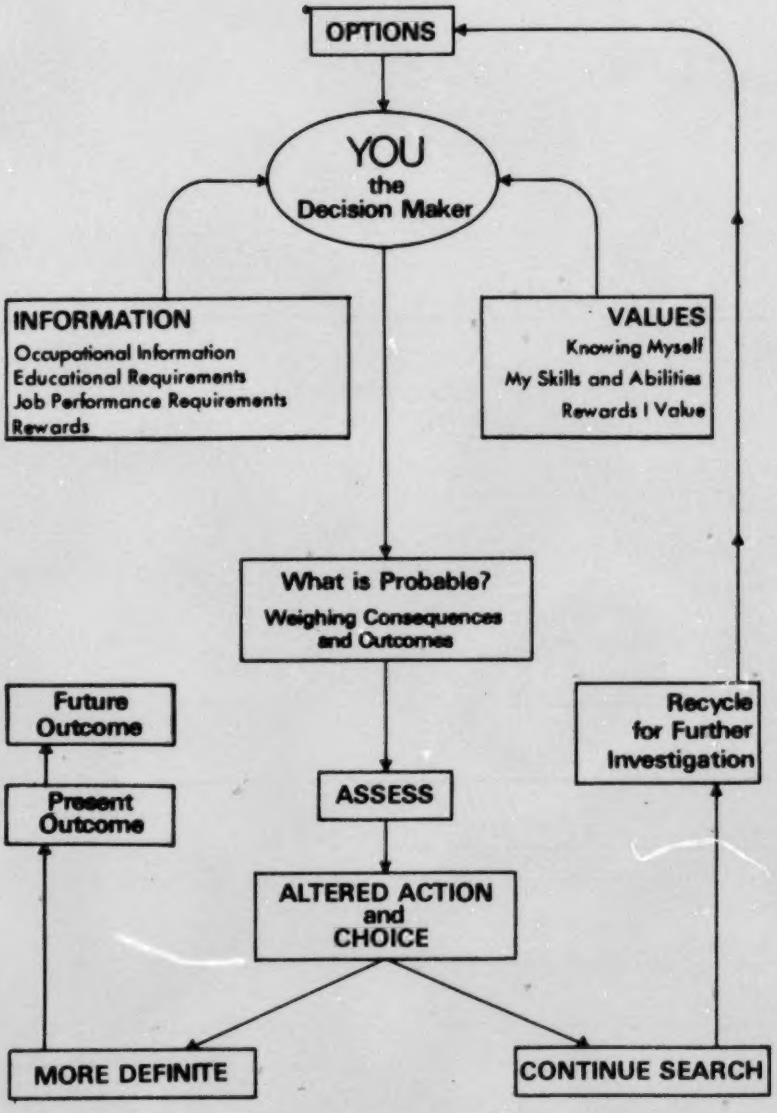
Information About Occupations:

4. Occupational Information. [Occupational Information] general knowledge a student has about an occupation.
5. Educational Requirements. [Formal Opportunities] the student's understanding of necessary education, experience, and demand for new members in the occupation.
6. Job Performance Requirements. [Functional Requirements] necessary technical qualifications (skills and abilities) for satisfactory job performance in the occupation.
7. Rewards. [Rewards] satisfactions that are inherent in a particular occupation.

The factor entitled Non-Functional Requirements in Blau's 1956 model no longer had justifiable use because of the passage of civil rights and equal opportunity legislation. Since the factor is of a more personal nature yet still has limited applications for choice, the factor is redefined and placed under Knowing Myself (social role characteristics).

Figure 2

Jackson-Egner Career Decision Making
Model with Redefined Blau Factors



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The J-E decision making model emphasizes the individual decision maker, his or her values and information he or she knows about occupations. A probability strategy emerges as the user links and weighs his or her values and information. Assessment of consequences and outcomes of possible choices are followed by altered action and flexible choice. The action may be continued search leading to recycling or the decision may be more definite leading to the student's present outcome.

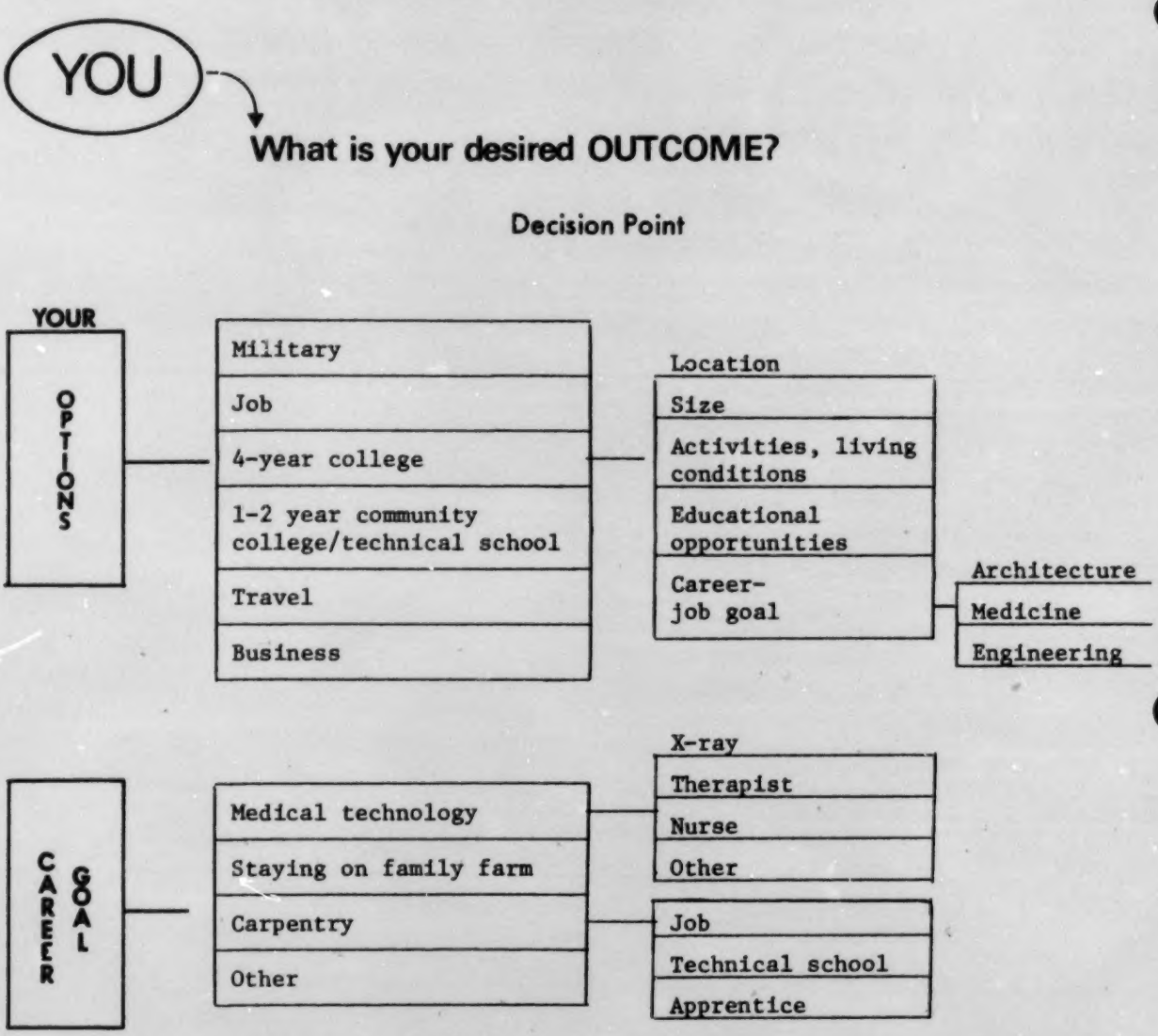
Adolescence is the period of time for a flexible choice and a testing and recycling process.

Since career development is a life-long process, the model provides the framework for more definite career decisions leading to a future outcome.

Use of the Model

A counselor or teacher and student might begin with the desired overall or alternative outcomes the student may wish. This allows for student input, motivation, and some responsibility for his or her choices. Next consider some options as are outlined in Figure 3. Then the student could progress to the values

FIGURE 3 **Options and Outcomes**



Some other options:

Do nothing
Exchange student
Volunteer
Part-time work, part-time study
Other:

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or information frame. From the values frame, Knowing Myself--Who Am I, My Interests, My Skills and Abilities, Rewards I Value in an Occupation could be collected. Value perceptions obtained could be "bounced off" possible options which are weighed and ranked. The preferred occupation might lead the individual to the information frame where Occupation Information, Educational and Job Performance Requirements, and the Rewards that are present in a particular occupation would be gathered. Student experiences should be provided to estimate more realistically the probabilities of success through linking actions with outcomes. The linking and establishing of priorities among values, options, and information will assist in answering decision questions.

This total process in the upper phase (options, information, values) of the model, completed through a system of decision trees and branches, could be evaluated before making flexible choices. These choices, which could lead to an altered action, depict a balance between the options available and the individual as a person. If the action requires further search, the framework is set for a recycling process. While if the decision is more definite, the choice could lead to a present outcome.

The decision might be the choice of a job or a four year college. Then students would link with the values frame to determine what values are most important. Therefore, for example, under Rewards I Value the branches might emerge as in Figure 4.

Figure 4. Values Frames: Rewards I Value Branches

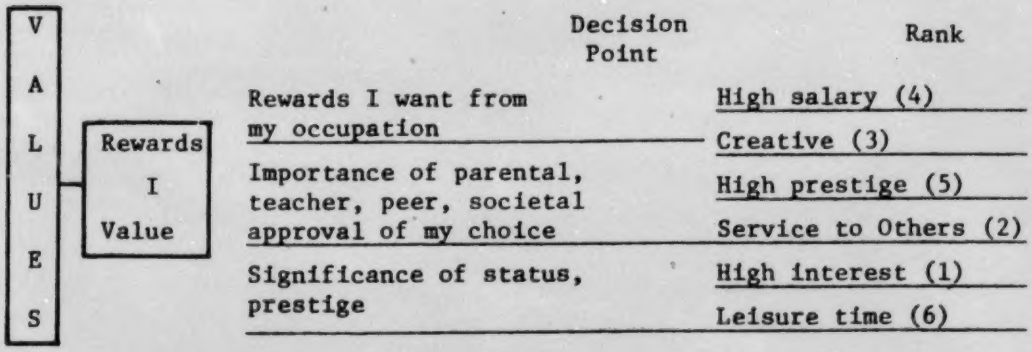

FIGURE 5. **Collecting Career Information**

Occupational Preference	Pieces of Information	Advantages/Disadvantages
ENGINEERING	Take as many math and science courses as possible	
	Take more English and history electives in high school - few electives allowed in college	
	Visit engineers on job Interview different types of Engineers	
	Take junior college technical training and transfer	
	Good to have drafting and machine course before engineering	
	Colleges expect 4 years math, physics and chemistry	
	Works part-time making parts in engineering firm - finds it boring	
	Visits civil (environmental) engineer - finds it more interesting	
	Talks to chemical, mechanical, electrical engineers	
	Math teacher says good in math, not the best	
	Science teacher says take more math and science	
	Counselor suggests pursuing other career options also	

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Linking these value branches with options, the student might decide on the occupations of medicine, architecture, and engineering which could lead then to the necessity of examining the information frame to gather data about each occupation for each factor which would include an assessment of abilities, interest and needs. Collecting information, for example, on engineering, Figure 5, may be a beginning exploration.

Completion of the upper phase of the model with evaluation might lead to a choice of medicine as it was discovered that he or she did not possess the three dimensional perception needed for architecture and while he or she possessed high mathematical ability, the theoretical and technical part of engineering did not appeal. The choice of physician might be considered as one requiring continued search. Then recycling would take place to consider all medical and related occupations using the decision tree concept before a more definite choice and desired outcome were attained.

Design of Mini Course Framework

Curricular materials are assembled in the form of a career decision making learning packet. The packet is divided into three units: a Values Unit, an Occupational Information Unit and a Decision Point Unit. Fifteen learning capsules comprise the complete packet.

The Values frame in the decision making model, with the redefined Blau factors, now becomes the structure for the Values Packet in the Mini Course. Each factor, for example, My Skills and Abilities, is designated as a learning capsule. Each comprises individual and group activities to help students know themselves better; to know their interests, other characteristics and skills and abilities as they relate to occupations. What is important to the individual decision maker is part of his or her whole value system which is the first section of the Mini Course. A chart

of the Career Decision Making Mini Course Framework is displayed in Figure 6.

Exploring preferred occupations to discover the education and job performance requirements and the rewards or satisfactions available in the occupation makes up the second unit in the Mini Course.

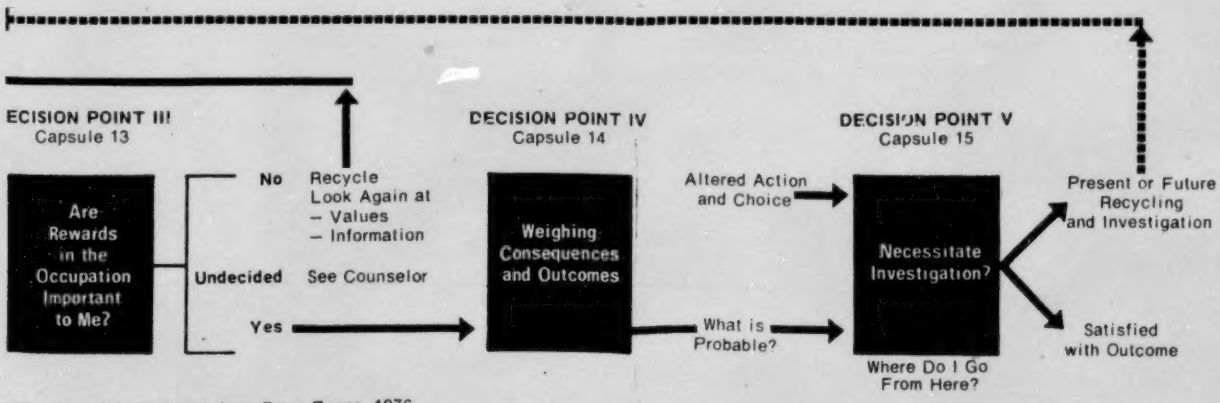
There are five decision points within the Decision Point unit of the packet. The linking of values and information is brought about in this section. Various occupational alternatives and information are weighed and assessed and probable consequences and outcomes are predicted. Answering the questions "Do my other characteristics meet the requirements of the occupation, Do I have the skills and abilities to meet the requirements of the occupation, Are the rewards in the occupation of value to me?" complete this linking.

If, at any of the decision points, there is disagreement about the information students have about themselves and their chosen occupations, they may recycle and explore other occupations or they may look at themselves and their values again. This recycling is pictured graphically by following the arrows on the Mini Course Framework Chart, Figure 6. At the fifth decision point, Capsule 15, students ask themselves: "Where do I go from Here?" When the information at this fifth decision point is in agreement, the decision may lead to a present outcome.

Since adolescent career choice should be tentative and flexible, the Career Decision Making Mini Course provides the strategy and framework for recycling for future choices and future outcomes.

Career Decision Making

Mini Course Framework



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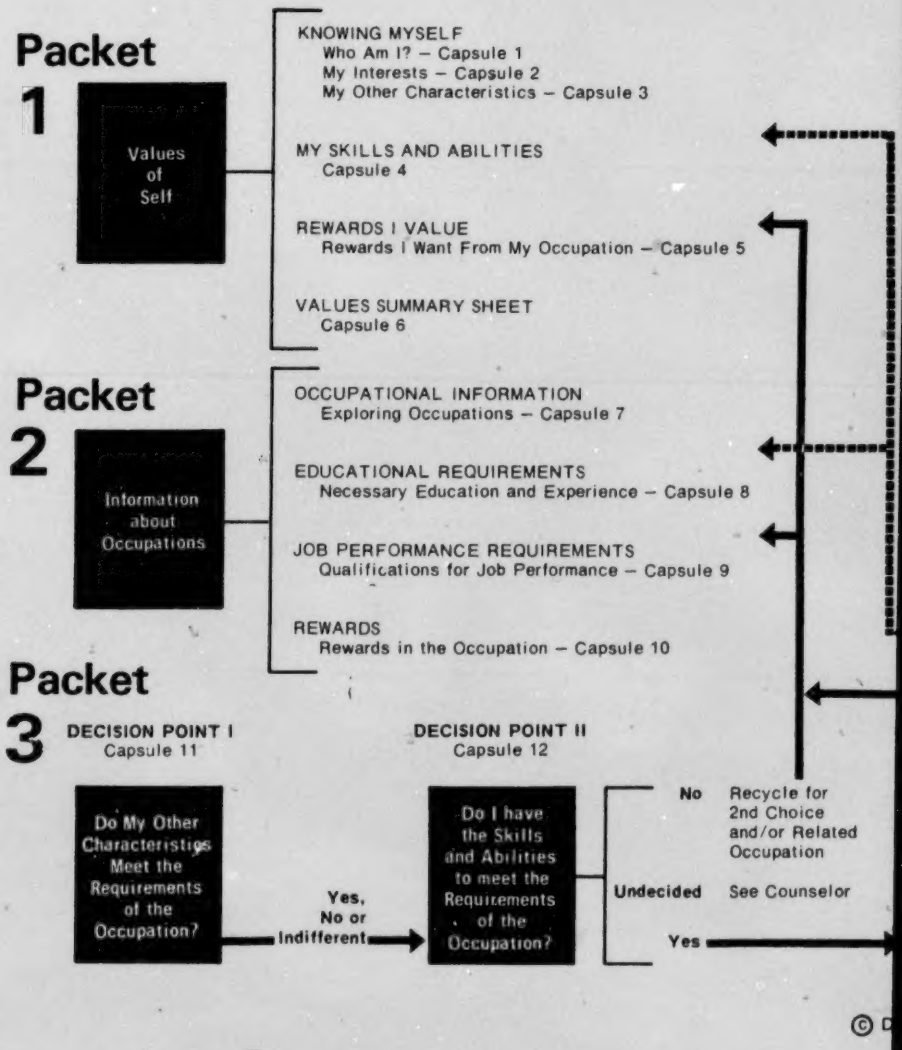

Packet 1
Values of Self
KNOWING MYSELF
Who Am I? – Capsule 1
My Interests – Capsule 2
My Other Characteristics – Capsule 3
MY SKILLS AND ABILITIES
Capsule 4
REWARDS I VALUE
Rewards I Want From My Occupation – Capsule 5
VALUES SUMMARY SHEET
Capsule 6
Packet 2
Information about Occupations
OCCUPATIONAL INFORMATION
Exploring Occupations – Capsule 7
EDUCATIONAL REQUIREMENTS
Necessary Education and Experience – Capsule 8
JOB PERFORMANCE REQUIREMENTS
Qualifications for Job Performance – Capsule 9
REWARDS
Rewards in the Occupation – Capsule 10
Packet 3
DECISION POINT I
Capsule 11
DECISION POINT II
Capsule 12
Do My Other Characteristics Meet the Requirements of the Occupation?
Yes, No or Indifferent
Do I have the Skills and Abilities to meet the Requirements of the Occupation?
No
Recycle for 2nd Choice and/or Related Occupation
Undecided
See Counselor
Yes

RECOMMENDATIONS FOR LEADER USE

These preliminary previous and following pages are included to assist you in understanding and use of the Career Decision Making Model, the Blau conceptual framework, and the development and design of the Mini Course.

1. After the title page of the Mini Course a student introduction, which should be read with the students, and a table of contents appear. The Jackson-Egner (J-E) Career Decision Making Model and Mini Course Framework Chart, which should be reviewed carefully with the students, follow.

   A colored divider separates each of the three learning packets in the course. Each of the student capsules are printed on white paper. Leader directions and suggestions for use are printed in yellow and appear before each new capsule.

2. The right to copy the student pages of the Mini Course for classroom use in your school is hereby granted.

   It is suggested that each student have his or her own notebook. Be sure to copy all white sheets, colored dividers including: the Title Page, Student Introduction, Table of Contents, Career Decision Making Model and Mini Course Framework Chart.

3. Leaders should read and study this guide and Mini Course curriculum before using with students. Training in the decision making process and skills to carry out value clarification activities would be most helpful. Those who are unfamiliar with value clarification activities should review Sidney Simon et al., Values Clarification. In addition

the following paperback books are good supplementary resources:

H.B. Gelatt et al., Deciding and Decisions and Outcomes

Audry Roth, Success--A Search for Values

Louis E. Raths et al., Values and Teaching

The assumption is made that some of the visual and career education materials cited in this volume are available either through your local school library or regional career education libraries.

In some cases the materials may need to be purchased.

In any case collecting and reviewing the materials; for example, the interest inventory, Widening Occupational Roles Kit, Career Development Laboratory, filmstrips and tapes should be accomplished well in advance. Other suggestions for materials may be found at the end of this guide.

4. Try the activities yourself, especially the Values Clarification ones.
5. The Leader's active participation in the activities is a must. Experiencing the activities yourself will assist in both your teaching and understanding. Students may have difficulty describing themselves and may be reluctant at first to share their feelings, thoughts, and values with others. Help them to see the purpose and importance of the beginning values activities and how they relate to the career decision making process.
6. The Course provides a strategy and framework which is intended to be flexible. Additional suggestions and some optional activities are included. A skillful leader will adapt the pace and activities when necessary to meet individual needs.
7. A larger J-E Career Decision Making flip chart is a helpful visual teaching aid and could be made in your art or industrial arts departments. Colored sections of the model are pasted on separate acetate sheets

which are taped together at the top and fastened to heavy poster board. An example follows on the next page.

Sheet 1 which is the bottom sheet contains You the Decision Maker and Options shown in step 1. Sheet 2 contains Values which is flipped down on top of sheet 1. Sheet 3, Information, is displayed in step 2. Sheet 4 contains What is Probable through Altered Action. Step 4 on the next page should be two separate sheets. Sheet 5 should contain Continue Search and Recycling and sheet 6 would depict the left side of model where the decision is more definite leading to present outcome.

Suggestions for Introducing the Mini Course to Students

1. Outline the purpose of the Career Decision Making Mini Course:

   Purpose: To assist students in improving their occupational (career) decision making skills.

   Refer to Introduction for Leaders, and the background and development of the model and course framework.

2. Career Decision Making, What is It?

   A process, a plan, a strategy for obtaining and identifying useful information for judging and selecting from two or more possible career choices.

3. Review the curriculum packet, Planning Ahead for Career Choice with the students.

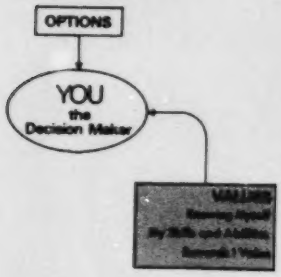
   a. Read aloud with the students the Student Introduction.

   b. Demonstrate how the packet is composed of three units with colored dividers: Values Occupational Information Decision Point

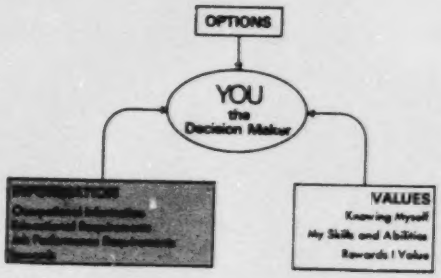
4. Go over step by step the J-E Career Decision Making Model giving suggestions for use. If possible, make a large flip chart of the

Career Decision Making Model

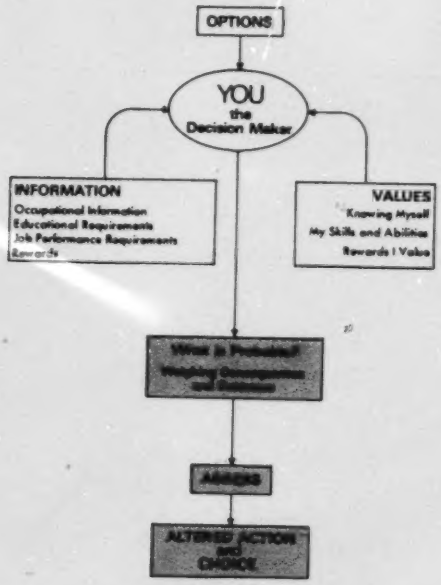
Step 1



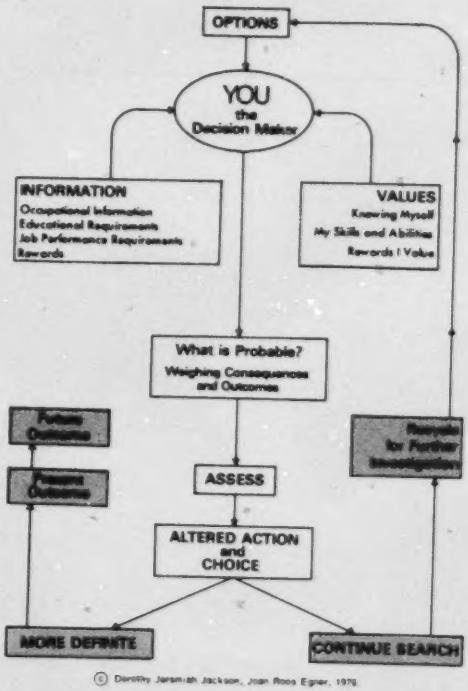
Step 2



Step 3



Step 4



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model or draw it on a large newsprint pad so students have the model before them and can see where they are in the decision making process (see the suggestions on the previous pages).

5. Steps in the Model:

UPPER PHASE OF THE MODEL

a. You the Decision Maker

What do you desire your Overall Outcome(s) to be?

1. You have the freedom and control to:

    a. see more options from which to choose
    b. prepare yourself
    c. sense the opportunity for success in attainment

2. You have the opportunity for increased satisfaction with your decision and may take the responsibility for your own choice.

b. Options - What may the be?

c. Values System - determinants of occupational choice

    Knowing Myself
    My Skills and Abilities
    Rewards I Value

d. Information System - determinants of occupational choice

    Occupational Information
    Educational Requirements
    Job Performance Requirements
    Rewards Present in the Occupation

MIDDLE AND LOWER PHASE OF THE MODEL

e. What is probable?

    Weighing Consequences and Outcomes

f. Assessing (Judging and Evaluating)

g. Altered Action and Choice

    Is it more definite or does it need more investigation?

    1. Continue search leading to recycling
    2. More definite leading to present outcome

6. Emphasis should be given to the fact that career development is a life-long process. Choices at this point are tentative usually, but the model provides the framework and strategy for future career decisions which may lead to the person's future desired outcome. This may be a good point for questions and discussion.
7. Review the Career Decision Making Mini Course Framework Chart. Link the Decision Making Model to the Mini Course, page 28 , which outlines the course and its process. Give students opportunity to look through their curriculum packet.
8. Warm-up activities may be used to get-acquainted, foster trust, understanding and group discussion. At all times the leader should be an active participant in the activities.

Warm-up Activities

for

CAREER DECISION MAKING

Name Game - On a file card put your name in the center. Write in each corner:

What you are most proud of	A place you would like to live for one year
YOUR NAME	
One thing you are good at doing	A famous person you would like to be like

Other possible ideas for the Name Game:

-- One thing in your home that you are proud of.

-- Two things you love to do.

-- If you could be any historical figure in the past who would you chose.

Variation of Name Game:

Form a circle. Have one person introduce himself and tell two things about himself. Go around the circle having each successive person repeat the names and information of all those who preceded him before introducing himself.
Variations might be:

1. Name 2 favorite foods.
2. Two happiest experiences
3. Most influential person in my life.
4. Most unforgetable event.
5. Saddest experience.

Other Warm-ups

1. Complete the phrases: Work is _____, Career is _____

2. Mapping:

   Using large piece of newsprint paper draw your life like a road map:

   -- good places
   -- bumpy spots
   -- where you are now
   -- fill in barriers and detours
   -- where you want to go
   -- how are you going to get there

3. For further examples of warm-ups see Values Clarification by Sidney B. Simon et al, Group Methods to Actualize Human Potential by Herbert A. Otto, Will the Real Teacher Please Stand Up by Mary Greer and Bennie Rubenstein, and Values and Teaching by Raths, Harmin and Simon.

STUDENT INTRODUCTION

Sometimes you may wonder what you will be doing after you finish high school. Today you are living in a complex world. A great variety of occupations exist which adds to the difficulty of career choice. Making career choices is one of the most if not the most important act in your life.

Purpose of Mini Course:

To assist you in improving your occupational decision making skills.

Career Decision Making, What Is It?

A process, a plan, a strategy for obtaining and identifying useful information for judging and selecting from two or more possible career choices.

A Decision Making Model Considers:

Your options, your values, and information you know about occupations. It is designed to provide you with a plan for making a flexible and tentative career choice.

Student Packet:

1. Values Unit--to discover what is important to you.
2. Occupational Information Unit--to aid you in exploring your preferred occupations to discover the necessary education, job requirements and the rewards (satisfactions).
3. Decision Point Unit--to link values and information. Occupational alternatives are ranked and possible consequences and outcomes are predicted.

At various decision points you may be dissatisfied or the information you have about yourself and the occupation may disagree. You may recycle and explore another occupation or you may wish to look at yourself and your values again. When the information you have at the final decision point is in agreement, your choice may lead to your desired outcome.

Review of the Jackson-Egner (J-E) Career Decision Making Model and Mini Course Framework which follows will assist in your understanding and use of the career packet.

STUDENT
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DECISION POINT PACKET 56

DECISION POINT I

LINKING MY OTHER CHARACTERISTICS WITH THE OCCUPATION

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DECISION POINT II

LINKING MY SKILLS AND ABILITIES WITH INFORMATION ABOUT OCCUPATIONS . . . . . .

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ALTERED ACTION AND CHOICE

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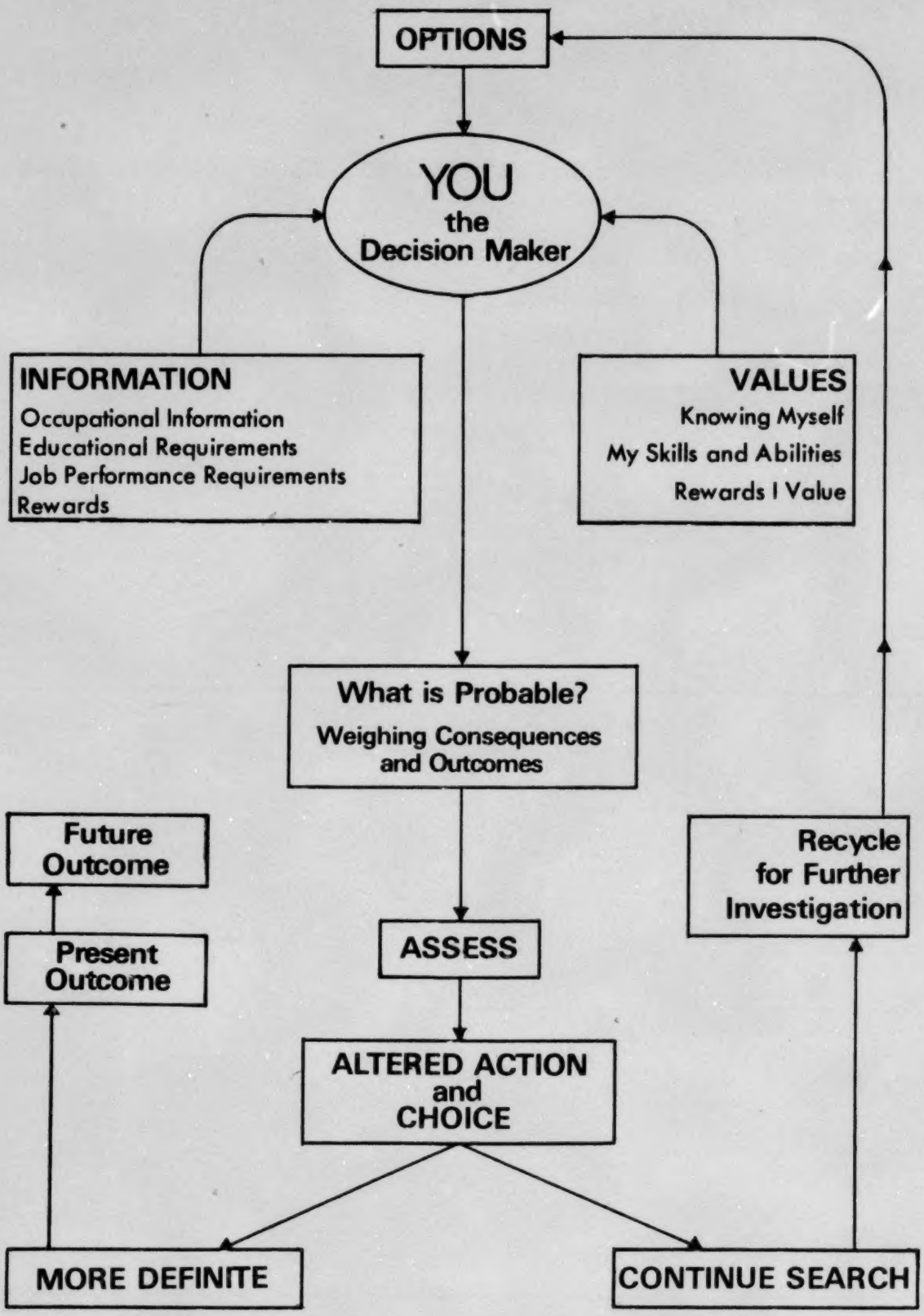
Where Do I Go From Here?. . . . . Capsule 15 . . 70

Jackson-Egner (J-E) Career Decision Making Model



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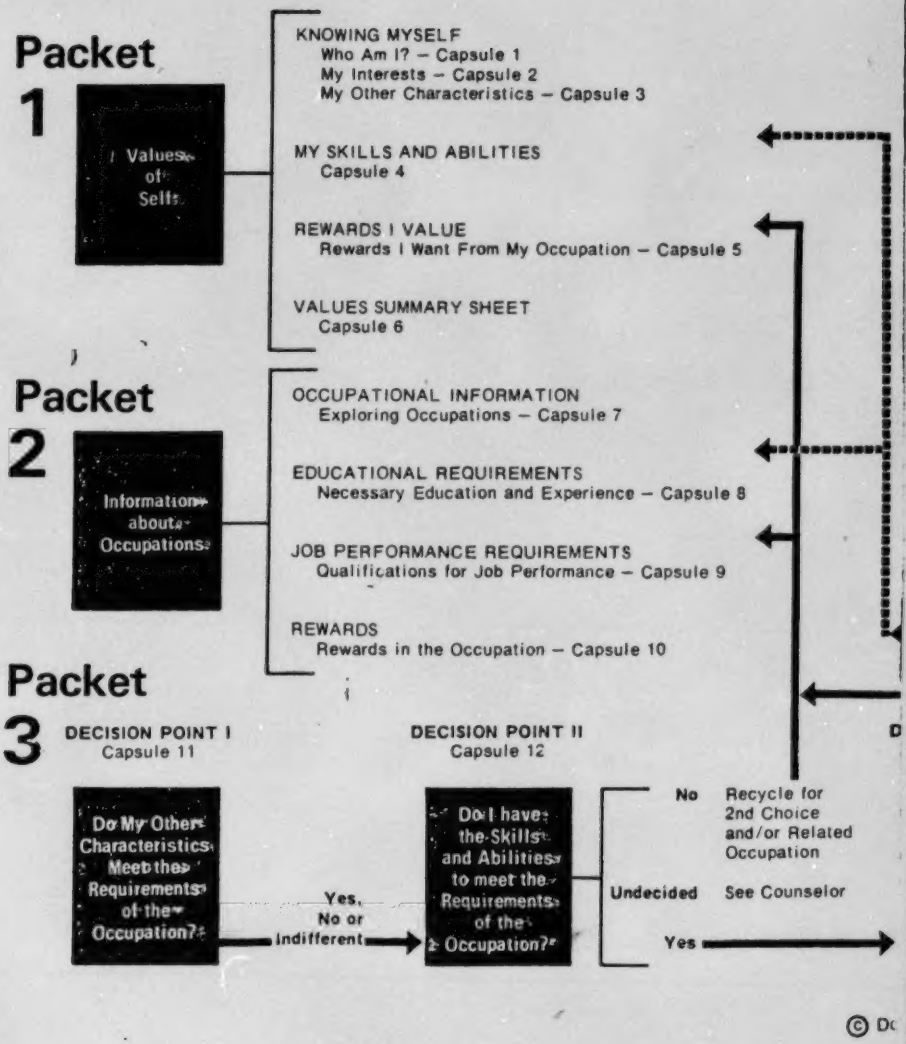
Packet 1
Values of Self
KNOWING MYSELF
Who Am I? – Capsule 1
My Interests – Capsule 2
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DECISION POINT I
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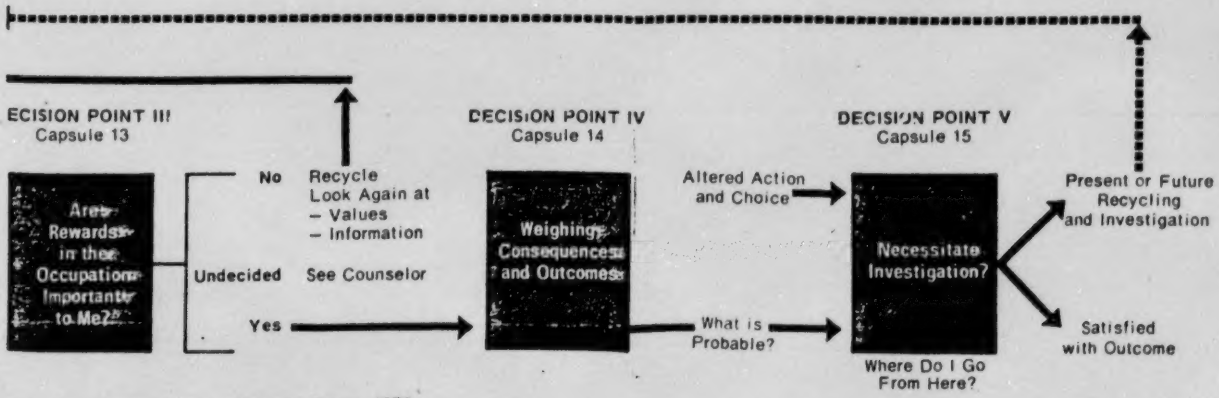
Capsule 12
Do My Other Characteristics Meet the Requirements of the Occupation?
Yes, No or Indifferent
Do I have the Skills and Abilities to meet the Requirements of the Occupation?
No
Recycle for 2nd Choice and/or Related Occupation
Undecided
See Counselor
Yes

Career Decision Making

Mini Course Framework



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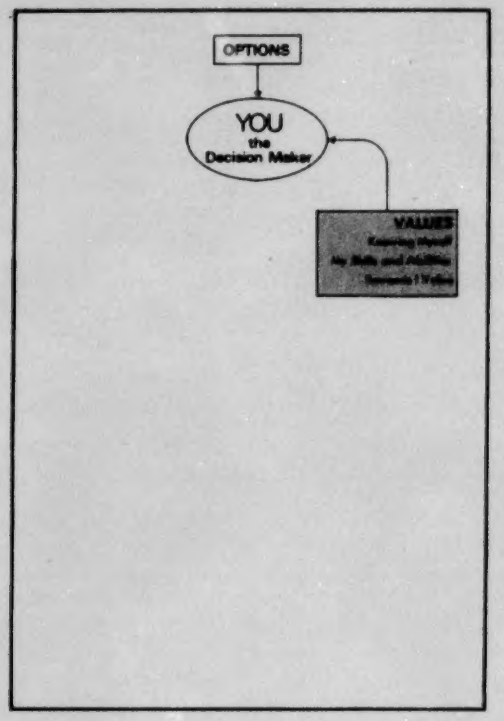
VALUES PACKET



KNOWING MYSELF

WHO AM I?
Capsule 1
MY INTERESTS AND OCCUPATION
Capsule 2
MY OTHER CHARACTERISTICS
Capsule 3

MY SKILLS and ABILITIES

MY SKILLS AND ACADEMIC STRENGTHS
Capsule 4

REWARDS I VALUE

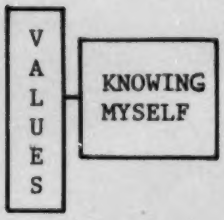
REWARDS I WANT FROM MY OCCUPATION
Capsule 5

VALUES SUMMARY

Capsule 6

SUGGESTIONS FOR LEADERS

VALUES PACKET



WHO AM I?

Activity #1. WHO AM I? (paper, pencil, masking tape)

Purpose: Values influence occupational choice. To help identify and clarify the things that are important to you (your values), to know yourself better.

Instructions are outlined on the student pages.

Activity #2. SHARING TRIOS *

Outline the Valuing Process on the black board or on newsprint.

Valuing Process

1. Thinking
2. Feeling - especially prizing and choosing
3. Communicating - listening, hearing, opportunity to tell your point of view and hear other points of view
4. Choosing
5. Acting

You may wish to do 1 or more of these activities.

2a. Sharing Trios

Purpose: To encourage communication with opportunity to think and express feelings that are important to each individual.

One person at a time becomes the focus person. He talks for 1-2 minutes. The other persons may ask a question if the focus remains on the person talking.

2b. 5 Things You Do Well

The person is trying to validate what is good about himself/herself. This helps a person to feel better about himself/herself and to clarify and publicly affirm what he/she does well.

*Ideas adapted from Simon, Sidney, et al., Values Clarification, Hart Publishing Co., Inc., New York, 1972.

2c. Validate Each Other
(Optional)

Completion of 2 open-ended statements reaffirms or validates what a person has said in previous sharing activities.

I liked it when you _____
I was impressed by you when _____

Each person takes time as a focus person by completing statements. The person for whom the statement is being completed may respond with one of the following:

I wholeheartedly agree
How discerning of you to notice
Would you mind repeating that

"Unfinished Business"

This phrase may be useful when you need to break up a group yet more needs to be discussed before the activity is finished. There may be disagreement to pursue or you did not hear the end of a story. For example say:

There seems to be some unfinished business . . . .

This enables the leader to earmark certain issues for additional consideration in the future. This might be done on a one-to-one basis or in a group discussion.

Activity #3. HIGHLIGHTS OF ME *1

Discuss how experiences in the past are often very important to you and may affect your choices.

"Highlights" may be done individually in a group and then shared.

"Why I Value Success" on the following page will aid in identifying why the experience was important.

Activity #4. UNFINISHED SENTENCES *2

Purpose: To help students reveal and explore some of their attitudes, beliefs, actions, convictions, interests, aspirations, likes, dislikes, goals and purposes. A growing awareness of their developing values often emerges.

Students complete the sentences on their own. Discuss with a partner or in a trio. Leader may move around the room calling on students to complete their sentences.

*1 Ideas adapted from Munson, Paul J., Career Motivation Program, East Aurora School District, New York.

*2 Ideas adapted from Simon, p. 241.

Activity #5. RANK ORDER *1
(Optional)

Purpose: Practice in making choices between competing alternatives; for example, "Shall I buy a car or save money for college?" "Shall I go to school this summer or work?"

Fifteen of the questions have been marked with an asterisk (*) as some questions to consider. Students may wish to complete all of them on their own during their free time. The leader may decide to select only 8-10 of the following depending upon time and interest.

Leader may wish to read questions, ask for answers (6-8 students give their ranking); leader may give his/her ranking. Discussion may follow explaining reasons for choices.

After completing students may wish to add alternatives of their own.

Activity #6. FILMSTRIPS AND TAPES
(Optional)

Below is a list of filmstrips and tapes to further assist students in understanding themselves. These may be available in your high school or Regional Career Library.

Jobs and Gender	Setting Goals
Developing Values	Understanding Emotions
Job Attitudes	Vocational Decisions

Source: Guidance Associates, Pleasantville, N.Y. 10570

Activity #7. I LEARNED STATEMENTS *2
(Optional)

Purpose: To provide the group and the leader with feedback about the activities or completed capsule. It helps clarify, reinforce, crystallize learnings which many students might not have realized were taking place. It sets up a searching tone and provides a summary or wind-up for almost any activity.

Note: You may wish to use this technique after completion of some of the other capsules.

Instructions: A chart, with the following sentence stems may be placed in the room.

I learned that I . . .	I realize that I . . .
I re-learned that I . . .	I was surprised that I . . .
I noticed that I . . .	I was pleased that . . .
I discovered that I . . .	I was displeased that I . . .

*1 Ideas adapted from Simon, pp. 58-93.

*2 Ideas adapted from Simon, p. 163.

Activity #7
Continued

The leader could provide students with one or two examples of I Learned Statements. For example, "I realized that I was not clear about what I wanted in my life or job."

Avoid allowing discussion to interrupt the free flow of I Learned Statements. Keep statement short, to the point, and do not attempt to explain or defend them.

Focus on personal learnings, e.g., - "I learned that I . . ." rather than I learned that people.

There are no right or wrong answers, students have the freedom to pass.

CAPSULE #1

Career Decision Making

VALUES — Knowing Myself

Who Am I?

MAJOR IDEA: I have certain values that are important to me which will influence my choice of an occupation.

LEARNING OBJECTIVE:

Clarifying my values will help me to identify some of the important things in my choice of an occupation.

LEARNING ACTIVITIES:

Activity #1

WHO AM I?

Write down seven (7) words or short phrases describing who you are. Now tape the sheets of paper on your chest, and silently move around. Look to see what others wrote about themselves. Try to match faces and descriptions.

Sit down alone. Reduce your list to the two (2) items which best describe you by crossing out five (5) items. Tape your list back on, and again silently move around. See how the descriptions have changed.

Discuss in groups of 3-4 your own description of who you are. What were the original seven descriptions? How did you decide which five to cross?

Activity #2

SHARING TRIOS

2a. Form groups of three. One person at a time becomes the FOCUS PERSON. Talk about one point for about 2 minutes while the other two listen. A person may ask questions if he focuses on the person talking.

Choose 1 of the following and discuss for 1-2 minutes:

1. Someone who influenced your decision to take certain courses or is influencing your job or college choice.

2. Talk about someone you admire vocationally.

3. Reflect aloud your parents' vocational choices. Were they satisfied? How do they feel about their work?

2b. 5 Things You Do Well

In the same group using the same procedure try to talk about what is good about yourself. Tell the other two persons:

1. 5 things you do well without qualifying the statement.

The two other persons are LISTENERS and believe you sincerely.

2c. Validate Each Other
(Optional)

Validate each other based on the previous activities. Complete the statements for the other two persons in your group:

I liked it when you _____

I was impressed with you when you _____

Each person takes time to focus on the other two people.

Activity #3

HIGHLIGHTS OF ME

Think about experiences in your past that were important to you. List them on the "Highlights" sheet. With the help of the "Why I Value Success" sheet, indicate why the experience was important to you.

IMPORTANT EXPERIENCES	WHY THE EXPERIENCE WAS IMPORTANT
SCHOOL 1. 2. 3.	
HOME 1. 2. 3.	
FREE TIME 1. 2. 3.	
LIST SPECIAL MOMENTS IN YOUR LIFE	
3 POSITIVE — PERSONAL ADJECTIVES 1. 2. 3.	

When complete, share and discuss within the group. Transfer to Career Process Motivation Chart, page 36.

Activity #3
Continued

WHY I VALUE SUCCESS

1. I used my skills and know-how.
2. I was free to do it my own way.
3. I got some one to do what I wanted.
4. I helped some one do something important to them.
5. I met a challenge or had an adventure.
6. I learned something new.
7. I felt what I did was important.
8. I gained respect or recognition from others.
9. I felt secure.
10. I received money or a reward.
11. I tried something new or different.
12. I felt safe doing it.

Activity #4

UNFINISHED SENTENCES

Complete the list of sentences, discuss with partner or in trio. Leader may move around calling on students to complete sentences. Students may pass if they wish.

1. On Saturdays, I like to . . .
2. If I had 24 hours to live . . .
3. If I had my own car . . .
4. I feel best when people . . .
5. If I had a million dollars I would . . .
6. On vacations, I like to . . .
7. The happiest day in my life was . . .
8. If I were five years older . . .
9. When I'm alone at home, I . . .
10. I am best at . . .
11. Those with whom I work the closest are . . .
12. People who seldom let me know where they stand . . .
13. I get angry when . . .
14. I get real pleasure from being part of a group when . . .
15. People who expect a lot from me make me feel . . .
16. In school I do best when . . .
17. What I want most in life is . . .
18. When someone hurts me, I . . .
19. I want most out of school . . .
20. I need to improve most in . . .
21. I am concerned most about . . .

Discussion may follow.

Activity #5
(Optional)

RANK ORDER

The following questions will require you to look deeper into yourselves and make a value judgment. From the alternative choices for each question, rank order all alternatives according to your own value-laden preferences by placing 1 in front of the most preferred, 2 the next preferred and so forth. Discussion should follow.

*1. How do you learn best?

_____ through lectures
_____ through independent study
_____ through seminars

*2. Which is most important in an occupation?

_____ money
_____ satisfaction
_____ contribution to others

3. If I gave you $500, what would you do with it?

_____ save it
_____ give it to charity
_____ buy something for myself

*4. Where would you rather live and work?

_____ on a farm
_____ in the suburbs
_____ in a city

*5. Whom would you prefer to work for? A person with

_____ intelligence
_____ personality
_____ prestige

*6. Which type of teacher do you most prefer?

_____ strict in the classroom but little homework
_____ strict in the classroom and much homework
_____ easy-going in the classroom but much homework

7. Which would you most like to improve?

_____ your looks
_____ the way you use your time
_____ your social life

*Suggested questions

Activity #5
Continued

8. How do you have the most fun?

_____ alone
_____ with a large group
_____ with a few friends

9. If you had two hours to spend with a friend, which would you do?

_____ stand on a corner
_____ go to a movie
_____ go for a walk
_____ go bowling

10. You've spent a great deal of time picking a gift for a friend. You give it to him personally. What would you rather have him do if he doesn't like the gift?

_____ keep the gift and thank you politely
_____ tell you he doesn't like it
_____ return the gift to the store without telling you

11. If you were a pacifist and you found out your friend supports certain wars, would you

_____ discontinue the relationship
_____ overlook the discrepancy in views
_____ try to change his viewpoint

*12. If you suddenly inherited money and became a millionaire, would you

_____ share your wealth through charities, educational trust funds, etc.
_____ continue in your present job and activities
_____ really live it up

*13. Which do you most want money for?

_____ to buy food and clothes
_____ to go places on your own
_____ to feel independent

14. Which would you find easiest to do?

_____ campaign for contributions to a Thanksgiving food drive
_____ tutor other students
_____ be a hospital volunteer worker

Activity #5
Continued

*15. In your leisure time, what would you most like to do?

_____ weave, make pottery, or do some craft
_____ play a guitar
_____ water ski

16. Which would you most like to be?

_____ owner of a small business
_____ employee in a large corporation
_____ employee in a small business

17. Which do you like most?

_____ math
_____ English
_____ Social Studies

*18. How would you spend an inheritance?

_____ on travel
_____ on education
_____ on entertainment

*19. Which would you least like to be?

_____ deaf
_____ an amputee
_____ blind

20. If you were stranded on a deserted island which would you rather have with you?

_____ the Bible
_____ the complete works of Shakespeare
_____ the history of civilization

*21. Which of these would be most difficult for you to accept?

_____ the death of a parent
_____ the death of a spouse
_____ your own death

22. How would you break off a three-year relationship with someone you've been dating steadily?

_____ by telephone
_____ by mail
_____ in person

Activity #5
Continued

*23. Which of these jobs would you like most?

_____ school teacher on an Indian reservation
_____ director of an inner city project
_____ coordinator of social action projects for a liberal suburban church

24. Which would you be more concerned about as you grow older?

_____ lung cancer
_____ overweight
_____ declining vision

*25. Would you rather be a teacher in a classroom that was

_____ teacher centered
_____ student centered
_____ subject matter centered

*26. Which would you prefer to give up if you had to?

_____ economic freedom
_____ religious freedom
_____ political freedom

27. How would you rather spend a Saturday evening?

_____ at a good play
_____ at a good concert
_____ at a good movie

*28. Which would you want most in a best friend?

_____ someone who will tell you that your girl friend isn't good enough for you
_____ someone who will listen to your problems
_____ someone who is aware of other people's needs

Activity #6
(Optional)

FILMSTRIPS AND TAPES

The following filmstrips and tapes may help you understand yourself and your values as they relate to occupational choice.

"Setting Goals"

"Vocational Decisions"

"Developing Values"

"Jobs and Gender"

Activity #7

I LEARNED STATEMENTS

Think for a minute about what you have just learned or relearned about yourself or your values. Complete the sentences. You may wish to share them with the group.

I learned that I value _____

I realized that I _____

I was surprised that I _____

VALUES — KNOWING MYSELF

SUGGESTIONS FOR LEADERS

Career Decision Making

MY INTERESTS AND OCCUPATION

Activity #1. JOBS I WOULD LIKE

Encourage students to think about any job they have ever wanted to do. At this point they are not evaluating their abilities or job requirements. Opening up all kinds of occupational options should be encouraged.

Activity #2. INTEREST INVENTORY

Administer Interest Inventory at least 2-3 weeks in advance of the starting date of the mini course to allow time for scoring. A number of different interest inventories could be used. Following are some suggestions:

Kuder CP[1]- similar to the previous Kuder CH, hand-scored but consumable booklet. Profile indicates interest fields such as Outdoor, Scientific, Mechancial etc.

Kuder DD[1]- machine scored interest inventory for college bound students. It surveys students' interests in a wide range of activities. A correlation figure represents the degree of agreement between the students' responses and responses of hundreds of satisfied people in the occupation and college major. Students should have a copy of their printout and a Kuder Work Sheet to review and rank their occupational interests.

Note: It is recommended that the sex be omitted from the personal data sheet on the Kuder DD in order for wider options to print out for both males and females. For example, both dentist and dental hygienist will appear for a female if the sex is omitted.

Kuder E[1] - hand or machine-scored, lower reading level, profiles for grades 6-8 and 9-12. Similar to Kuder CP.

Strong-Campbell Interest Inventory[2] - merged form of Strong Vocational Blank, suitable for males and females who are college bound and at least 16 years old.

[1] Source: Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

[2] Strong-Campbell, published by Stanford University Press. Order from Consulting Psychologist Press, 577 College Avenue, P.O. Box 11636, Palo Alto, California 94306

Activity #2
Continued

Ohio Vocational Interest Survey[1] may be more satisfactory with a heterogeneous or young group of students than the Kuder DD and Strong.

Activity #3. OCCUPATIONAL INTEREST FIELDS

Grouping of interests by areas such as Outdoor, Mechanical (Kuder Occupational Interest grouping) will assist students in choosing appropriate filmstrips and cassettes from "Keys to Career Exploration," and assist in their use of the "Kuder Occupational Interest Chart."

Note: Leader will need to assist students in grouping their interests into occupational fields.

Activity #4. KEYS TO CAREER EXPLORATION
(Optional)

Instructions: on student pages.

Resources: "Keys to Career Exploration" "Occupational Interest Chart", Science Research Associates.

Publications available in most guidance offices:

1. Occupational Outlook Handbook
2. Dictionary of Occupational Titles
3. Others

Activity #5. 20 THINGS I LOVE TO DO *[2]

After completing the list, you will need to give further instructions pausing after each one to allow time for students to mark their lists.

1. In the first column put an "R" by any item which involves some RISK. The risk might be physical, intellectual, or emotional. (In other words, which things in your own life which you love to do require some risk?)

2. In the second column using the code letters F and M record which of the items on your list your Father and Mother might have had on their lists if they had been asked to make them at your age.

3. In the third column place a dollar sign ($) by any item which costs more than five dollars each time you do it.

[1] Ohio Interest Inventory, Harcourt, Brace and Jovanovich, Inc., 757 3rd Avenue, New York, New York 10017.

*2 Ideas adapted from Simon, p. 30.

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Activity #5
Continued

4. In the fourth column place either the letter "P" or the letter "A" next to each item. The "P" is to be used for items which you prefer doing with PEOPLE, and "A" for items which you prefer doing ALONE, "A-P" for those you do both alone and with people.

5. In the fifth column place N5 by any item which would not have been on your list five years ago.

6. In the sixth column rank 1-5 the five most important to you.

7. Finally, go down through your list and indicate the time when you did it last (e.g., 2 years ago, this spring, 1 week ago, etc.).

Purpose:
1. To elicit information (inventory and code)
2. Set up accepting feelings, whatever you do or say is yours.
3. This helps to clarify by pushing and sharing.

Draw meaning from the activity by asking students to volunteer completion of:

I learned that I _____

I relearned that I _____

or

Break the class down into groups to discuss the exercise. As an aid to discussion, you might put the following open-ended questions on the black board or newsprint.

What does your list look like?
Can you identify any patterns of the things you love to do?
Did you learn something new about yourself?
Are there some things you are pleased with?
Is there anything you would like to change? How might you go about it?
Are there some things you like to do which you have not done lately? Why? What could you do about this?
How are the trends in your choices similar to or different from others in the group?

CAPSULE #2

Career Decision Making

VALUES — Knowing Myself

My Interests and Occupation

MAJOR IDEA: I am a unique individual with my own set of interests.

LEARNING OBJECTIVE:

When I complete this career capsule I should know what my strongest interests are and what some occupations are that lie within my interest areas.

LEARNING ACTIVITIES:

Activity #1

JOBS I WOULD LIKE

Most of you have probably dreamed or thought about different kinds of jobs that you would like to do when you finish high school or college. Write below the names of these occupations.

_____ _____

_____ _____

_____ _____

Rank these occupations in order of your preference by placing the number 1 in front of your most preferred, 2 in front of your second preference and so forth.

Activity #2

INTEREST INVENTORY

Take an interest inventory. Your counselor may have one of the following:

Kuder CP
Kuder DD
Kuder E
Ohio Vocational Interest Survey
Strong-Campbell Interest Inventory

Activity #3

OCCUPATIONAL INTEREST FIELDS EXPLORATION

a) If you took the Kuder CP or E Interest Inventory:

your profile of interests will be grouped according to: Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Service, Clerical. Circle the 3 strongest fields of interest.

Using the KUDER Occupational Interest Chart and the occupational scales from the Kuder Interest Inventory you took, start a list of occupations that interest you. Circle the 3 that interest you the most.

1. 4.
2. 5.
3. 6.

b) If you took the Kuder DD:

Review, rank and discuss occupational scales and college major scales on the Kuder Sheet with your counselor.

c) Compare the occupations with your three job preferences you listed in Activity #1, page 12.

Similar Ones Different Ones

Activity #4
(Optional)

KEYS TO CAREERS

See "Keys to Career Exploration" - filmstrips and tapes.

1. Choose filmstrips in areas of your three strongest Interest Fields plus the Overview filmstrip.

2. List 5 occupations within these areas.

Interest Field _____ _____ _____

Occupations 1.

2.

3.

4.

5.

Activity #5

20 THINGS I LOVE TO DO

As quickly as you can, list 20 things in life which you really, really love to do. There are no right or wrong answers about what you should like.

	R	F or M	$	P or A	N5	Rank 1-5	Time
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

After completing your list, your leader will give you instructions of what to write in the columns.

VALUES

KNOWING MYSELF

SUGGESTIONS FOR LEADERS

Career Decision Making

MY OTHER CHARACTERISTICS THAT MAY INFLUENCE HIRING

Activity #1. DESCRIPTION OF MY OTHER CHARACTERISTICS

Purpose: To provide an opportunity for the student to consider personal characteristics and how they might influence career choice.

Students write in the space provided words to describe themselves.

While discrimination according to race, sex, age, ethnicity and so forth is forbidden by law, these factors may influence a personal occupational decision. Differences in personality, temperment and other characteristics affect different choices. Recognizing personal characteristics and their possible influences is the purpose of this activity.

The leader may make this more meaningful by giving examples of those characteristics (things) that describe. For example: Sex - If you are a female and aspire to be a veterinarian, a policeman, an engineer, truck driver, mechanic and so forth you should be aware of some of the difficulties you may encounter in pursuing your goal. On the other hand, a black woman aspiring to a career in business administration may have a definite advantage.

The leader needs to be conscious to avoid conveying any bias she or he has to women in a "male-oriented dominated" career and vice versa and needs to be supportive in assisting in clarifying values and exploring occupations.

Furthermore, males need not to be discouraged from the nursing field, for example, on the basis of stereotypes only.

Later, in the Occupational Information Packet, the leader should assist students in relating their personal characteristics to the requirements of the occupation.

Discuss in groups what affect these characteristics may have on decisions about occupations. A group discussion may help open career horizons and identify some determinants of occupational choice.

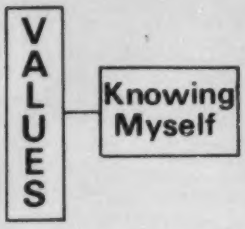
Variation: Reprint from Focus on Guidance , "Women in the Work Force" and other reprints on teens and minorities entering the work force may stimulate discussion and further understanding.

Activity #2. PERSONALITY INTEREST STYLE *

Students rate their own interests by writing a number 1-5 after each statement in the boxes. Leader examples of investigating, verbal styles etc. would be helpful. After students complete each box, a total should be placed in the circles. The 3-4 highest styles should be transferred to the Career Motivation Process Chart on page 36.

*Ideas adapted from Munson, Paul J., Career Motivation Program, East Aurora School District, New York.

CAPSULE #3



My Other Characteristics That May Influence Employment

MAJOR IDEA: Not only my values and interests but also other personal characteristics affect my choice of an occupation.

LEARNING OBJECTIVE:

By being aware of my characteristics that may affect selection, I will be better able to choose a satisfying occupation.

LEARNING ACTIVITIES:

Activity #1

DESCRIPTION OF MY OTHER CHARACTERISTICS

Write in and describe my other characteristics:

Sex--

Age--

General Health (e.g., eye sight, hearing, any disabilities)--

Physical Characteristics (e.g., strength, size, good looks)--

Race--

Nationality--

Personality (e.g., adaptable, versatile, easy to get along with, like routine, like working alone)--

Temperment (e.g., always sociable, like large groups, small groups of people)--

List Others:

Activity #2

PERSONALITY INTEREST STYLE

Rate yourself according to the way you see your interests by writing in the one number (1-5) that best fits. Put your total for each box in the circle.

	Interest Low 1 2 3 4 5 High	
Investigating: I enjoy reading books and magazines about science or social science (psychology, sociology).	_ _ _ _ _	Science
I am curious and I enjoy working in a laboratory.	_ _ _ _ _	Laboratory
I like finding answers to my questions by working in the library on projects.	_ _ _ _ _	Library
I enjoy solving mathematical type problems and games that make me think and concentrate, e.g. chess.	_ _ _ _ _	Math
		Total ◯
Verbal: I like reading and/or writing literature.	_ _ _ _ _	Reading Writing
Musical: I enjoy attending musical activities.	_ _ _ _ _	Music
I play in a musical group.	_ _ _ _ _	Music Participation
Artistic: I enjoy participating in one of the following activities: Photography, drawing, painting, designing things.	_ _ _ _ _	Art
		Total ◯
Clerical: I like filing and typing papers or letters.	_ _ _ _ _	Filing Typing
I like to work with numbers.	_ _ _ _ _	Numbers
I would like to operate all types of business machines.	_ _ _ _ _	Business Machines
		Total ◯

Activity #2
Continued

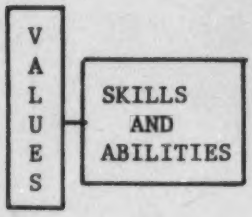
		Interest Low 1 2 3 4 High 5	
Selling:	I like to sell an idea or material things.	_ _ _ _ _	Sell
	I think about a chance to own or operate my own business.	_ _ _ _ _	Own Business
			Total ◯
Mechanical:	I like to build or repair electrical/mechanical things.	_ _ _ _ _	Build
	I enjoy taking shop courses, using tools, driving and fixing machines/cars.	_ _ _ _ _	Take Shop Courses
			Total ◯
Social:	I like being around and talking with people.	_ _ _ _ _	Like People
	I would enjoy working and helping others.	_ _ _ _ _	Helping Others
	I enjoy doing things with my friends and making new ones.	_ _ _ _ _	Making Friends
	I would like to attend meetings and conferences.	_ _ _ _ _	Meetings
			Total ◯

Write below 3-4 of the highest. Then transfer these to Career Motivation Process Summary Chart Capsule 6 at end of Values Packet, page 36.

HIGHEST

_____ _____ _____ _____

SUGGESTIONS FOR LEADERS



MY SKILLS AND ACADEMIC STRENGTHS

Activity #1. WHAT AM I DOING WITH MY LIFE? *

Have students quietly think about this question for a moment. Then they may fill in with words, symbols or pictures (art work is unimportant).

Other questions that may be used for Personal Coat of Arms:

Two or three things you do well.
Something on which you would never budge.
Something you want to accomplish by 21, or 25-30.
Your greatest success.
Your personal motto by which you live.

Students may share Coat of Arms explaining significance of symbols and words.

Activity #2. ABILITY-INTEREST SELF APPRAISAL

Students appraise their own interests and abilities. Transfer the top 4-5 from the Ability and Interest Summary box on page 17 and record them on the Career Motivation Process Summary Chart on page 36.

Activity #3. CONFERENCE WITH COUNSELOR

After self-appraisal students should check their actual academic record with their counselor in order to more realistically assess their abilities.

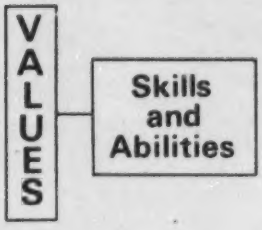
Activity #4. SKILLS AND ABILITIES SUMMARY DISCUSSION (Optional)

This may serve as a summary, sharing, and feedback exercise. An informal discussion of how students think skills and abilities affect occupational choice may increase awareness and help motivation.

* Ideas adapted from Simon, p. 278.

CAPSULE #4

Career Decision Making



My Skills and Academic Strengths

MAJOR IDEA: I need to know what my abilities are to make a wise and satisfying occupational choice.

LEARNING OBJECTIVE:

Appraisal of my skills and abilities will assist me in a more realistic occupational field exploration.

LEARNING ACTIVITIES:

Activity #1

WHAT AM I DOING WITH MY LIFE?

Think about this question for a moment. Then look at other questions on the next page and complete Personal Coat of Arms.

Activity #1

What Am I Doing with My Life?

Simply settling? Reacting to others?

In control of the direction of my life?

Is my life making a difference?

Free to choose from alternatives?

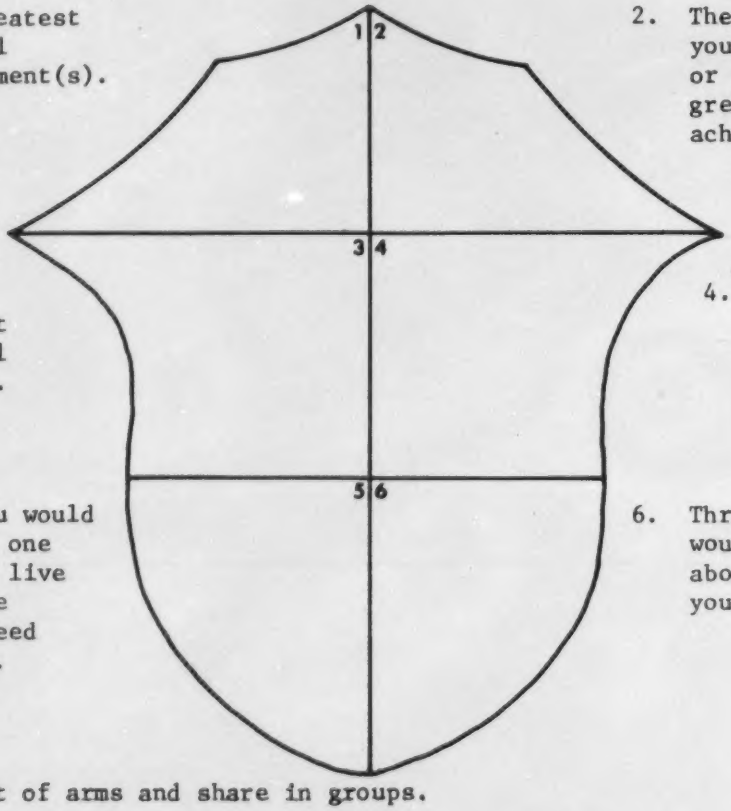
Considering the consequences of a decision?

Personal Coat of Arms

Fill in the six areas of your own personal coat of arms with pictures, words, or symbols. Art-work can be simple as long as you know the meaning.

1. Your greatest personal achievement(s).

2. The place where you feel at home or your family's greatest achievement.



3. Your greatest personal failure.

4. Names of three people most influential in your life.

5. What you would do with one year to live and were guaranteed success.

6. Three words you would like said about you if you died today.

Discuss coat of arms and share in groups.

Activity #2

ABILITY-INTEREST SELF APPRAISAL

Rate the amount of ability and interest you think you possess on the following items by writing in one number for each.

Ability Low 1 2 3 4 5 High	Item	Interest Low 1 2 3 4 5 High
_ _ _ _ _	Verbal: Writing skills and choice of words	_ _ _ _ _
_ _ _ _ _	Understanding ideas expressed in words	_ _ _ _ _
_ _ _ _ _	Thinking and reasoning with words	_ _ _ _ _
_ _ _ _ _	Spelling, punctuation, capitalization	_ _ _ _ _
_ _ _ _ _	Reading stories quickly & accurately	_ _ _ _ _
_ _ _ _ _	Numerical: Understanding ideas expressed in numbers	_ _ _ _ _
_ _ _ _ _	Solving problems using numbers	_ _ _ _ _
_ _ _ _ _	Abstract: Solving problems or understanding ideas where there are no words or numbers to guide you	_ _ _ _ _
_ _ _ _ _	Space Relations: Visualizing solid objects from looking at flat paper plans	_ _ _ _ _
_ _ _ _ _	Mechanical: Understanding how simple appliances, machines, & tools work	_ _ _ _ _
_ _ _ _ _	Repairing applicances, machines, and tools	_ _ _ _ _
_ _ _ _ _	Social: Understanding & being able to deal with people	_ _ _ _ _
_ _ _ _ _	Selling: Promoting ideas or selling things to people	_ _ _ _ _

Activity #2
Continued

Ability Low High 1 2 3 4 5	Item	Interest Low High 1 2 3 4 5
_ _ _ _ _	Artistic: Creative use of one's hands usually involving color and design work	_ _ _ _ _
_ _ _ _ _	Musical: Sing or play instruments well	_ _ _ _ _
_ _ _ _ _	Understand & read music	_ _ _ _ _

List in the box below all the items rated 4 or 5

Ability

List in the box below all the items rated 4 or 5

Interest

List in the box below, only those items that are listed in both of the above boxes

1.
2.
3.
4.
5.

Record on the "Abilities" section of the Career Motivation Process Summary Chart, page 36.

You have identified abilities and interests according to how you see yourself. How do you compare with other people like yourself? To answer this question you are encouraged to consult with your counselor. He/She has additional resources that can assist you.

Activity #3

CONFERENCE WITH COUNSELOR

Check your records with your counselor in order to learn more about your academic abilities. Add this information to your Career Process Motivation Sheet at the end of the Values Packet, Capsule 6, page 36.

Activity #4
(Optional)

SKILLS AND ABILITIES SUMMARY DISCUSSION

Talk over in pairs or large group how you feel about your skills and abilities, how they may influence your occupational choice.

VALUES — REWARDS I VALUE

SUGGESTIONS FOR LEADERS

Career Decision Making

REWARDS I WANT FROM MY OCCUPATION

NOTE: The words Rewards, Values, Satisfactions are interchangeable and synonomous in this section.

Activity #1. SIXTEEN STATEMENTS

See student instructions.

It is best to introduce this discussion with an involving, active experience. Using a felt-tip marker, write the numbers 1-6 on separate sheets of paper and tape them up around the room. After everyone has completed the exercise, have everyone get up and stand by the number each has assigned to various statements. For example, you might say "stand by the number which you assigned to the statement which included the underlined word "paid."

Run through a number of the statements having the students repeat this procedure. This provides a good catalyst for discussion and also illustrates the usually wide range of rankings which the class will assign to any one statement. It is important to emphasize that it is all right to have values that differ from those held by the others in the class.

Discussion of the relationship between responsibility and leadership (statements 6 and 9), security and rapid advancement (12 and 13), and public service and helping others (14 and 16) may be helpful to student understanding of rewards and satisfactions.

Activity #2. APPROVAL OF MY OCCUPATIONAL INTERESTS

Identification of the persons from whom the student wishes approval will help clarify another influencer of occupational choice.

Choose at least 2 of the following activities:

Knowing What You Want From a Job
Values Continuum
Decision Branches
Summary of Work Values
Worker Traits

Activity #3. KNOWING WHAT YOU WANT FROM A JOB *

See student directions.

* Ideas adapted from College Entrance Examination Board, Decisions and Outcomes, 1973, p. 20.

Activity #3
Continued

Purpose: To show the relationship between satisfactions you want from a job and a possible job outcome.

Variation and/or extension of activity:

1. Role playing - One student be an agent, another student make a list of things he wants from a job. Agent suggests jobs to fit and group reacts to suggestions.

2. Leader describes a job to group. Students list:

   (a) 3 things that would go well for you (you would enjoy).

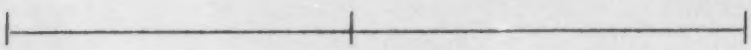
   (b) 1 thing that you would dislike or would not go well.

3. Describe other jobs.

Activity #4. VALUES CONTINUUM *

Introduction to Values Continuum.

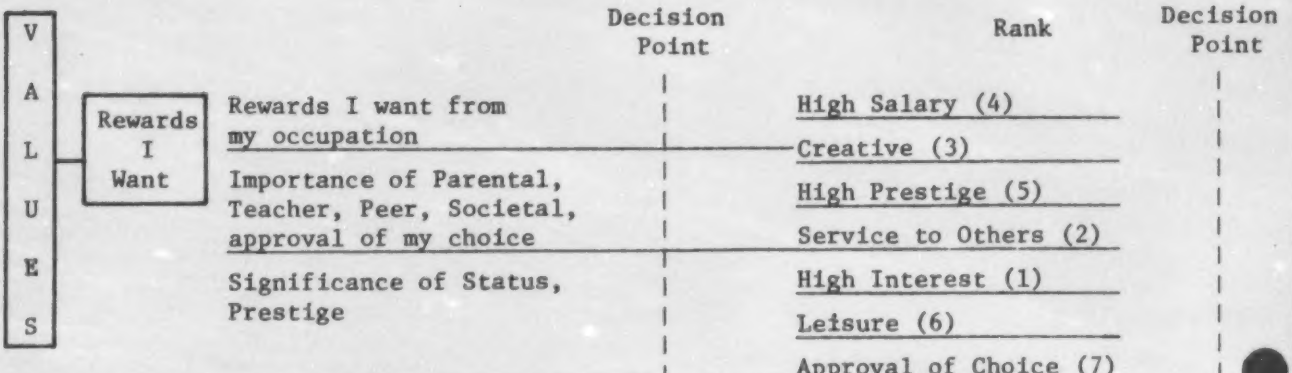
1. Pose an issue, put two extremes on a continuum. Where are you? Write in your initials.



Shy Debbie — Gregarious Bob

2. Give examples of each.

Follow instructions on student pages. Leader should suggest some rewards a person might want. For example:



* Ideas adapted from Simon, p. 116-26.

Activity #4
Continued

Students could make their own Reward Value Continuum.

From this example a student might decide to investigate architecture, medicine and engineering. See other examples in Introduction in this guide, pages L10-L12.

Activity #5. DECISION BRANCHES

Rewards and satisfactions are synonomous and used interchangably.

Emphasize that these are the students' decision branches. They can take their two most preferred occupations at this time and the rewards (satisfactions) they want in their job. Then after ranking the rewards, they may see which job fits these satisfactions.

These Decision Branches might be used at other times in the mini course.

Activity #6. SUMMARY OF WORK VALUES

Donald E. Super's Work Values Inventory may be given and/or the Summary of Work Values listed be reviewed. Each of Super's 15 Work Values are defined within quotation marks.

Read the statement and the underlined word which is the Work Value. Write in 1-2 jobs that fit the work value. Refer to:

Titles of Occupational Areas
Keys to Career Exploration-SRA
Career Booklets
Dictionary of Occupational Titles
Widening Occupational Roles Kit

and other listings. After completing and discussing, each student should check the 5 Work Values that are most important to him.

Activity #7. WORKER TRAITS: Data, People and Things

See Student pages for instructions.

If occupational materials are filed according to the D.O.T. system in your school, review the system and other resources available to students.

Explain that the last 3 digits in the numbering system (digits to the right of the decimal point) show the relationship of the job to data, people and things.

Activity #7
Continued

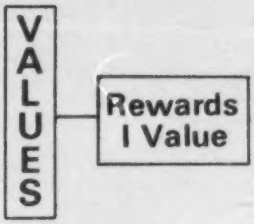
The terms are arranged in descending order, so that as the numbers ascend the level of complexity goes down. The D.O.T. code number is completed with one digit from each of these groups. The fourth digit represents the relationship of the job to data, the fifth represents the relationship to people, and the sixth digit, to things. Thus a code number ending in the digits .081 represents a type of activity which demands the highest level of complexity in working with data, which has no significant relationship to people, and which involves the next to the highest level of complexity in dealing with things. Examples of kinds of work where the code number would end in .081 would be artistic work, engineering research and design, and scientific research. A code number terminating with .288 would require working with data at the analyzing level of complexity, but would have no significant relationship either to people or to things. Examples of this code ending would be found in corresponding and related work, and in title and contract search and analysis work. It is thus apparent that the final digits may show similar worker trait requirements in fields not at all related by the first digits.

All code numbers, then, end in a sequence of digits, which represent this relationship to data-people-things according to the hierarchy of terms established under each of the three headings. Since there are nine headings under each of the three areas, there are theoretically several hundred combinations into which the numbers could be grouped. In actuality, however, there are now 100 groupings. In other words, all third edition code numbers end in one of 100 different three-digit sets which can be translated directly to the data-people-things relationship. For example, the second ending of .021 can be thought of as requiring synthesizing-instructing-precision working levels of complexity. The last number on the list is .887, signifying no relationship to either data or people and only the handling of things.

Source: Lee E. Isaacson, Career Information in Counseling and Teaching, pp. 267-268.

CAPSULE #5

Career Decision Making



Rewards I Want From My Occupation

MAJOR IDEA: People desire and obtain different rewards and satisfactions from their occupations.

LEARNING OBJECTIVE:

Knowing what I want from a job will help me make a better occupational decision.

LEARNING ACTIVITIES:

Activity #1

SIXTEEN STATEMENTS

Following are sixteen statements about how you might feel about doing different things on a job.

SIXTEEN STATEMENTS

Rank the issues in descending order (1-16) according to how strongly you feel about each one. The strong feelings should be positive.

1. How would you feel about taking a job where you were required to work with your hands?

2. How would you feel about a job where you spent all of your time outdoors?

3. How would you feel about taking a job which was uninteresting, but paid very well?

4. How would you feel about working at a job which left you very little leisure time?

5. How strongly do you feel about having a job in which you are satisfied that you are doing well?

6. How would you feel about a job that entailed critical responsibilities?

7. How important is it to you that other people think highly of your job?

8. How would you feel about a job in which you had very little contact with your co-workers?

9. How would you feel about a job which involved a leadership role?

10. How would you feel about moving from your home state?

11. How strongly do you feel about taking a job where most of the time you are on your own?

12. How would you feel about a job with long range security, but limited opportunities for advancement?

13. How would you feel about a job which promises rapid advancement, but in which you are re-evaluated every six months?

14. How would you feel about taking whatever job is available in a worthwhile public service?

15. How would you feel about a job in which you were constantly required to learn new skills?

16. How would you feel about a job in which you needed to help others?

SIXTEEN STATEMENTS WORKSHEET

Write the underlined word in each statement in the appropriate box. Only one item amy be placed in each box, thereby forcing you to decide which issues you feel strongest about in relation to the others. The key word will help you to recall the statement as you reorganize your priorities.

very strong	strong	mild	little feeling
1	5	9	13
2	6	10	14
3	7	11	15
4	8	12	16

List your top <u>six</u> from 16 statements and transfer to the Career Motivation Process Summary Chart, page 36.

1. 4.

2. 5.

3. 6.

Activity #2

APPROVAL OF MY OCCUPATIONAL INTERESTS

List below the people (such as parents, certain teachers, counselors, peers, society and others) that you would like to have approve of your occupational interests. Circle the 2 whose opinion you value the most. Discuss how they will influence your decisions.

Choose at least 2 of the following optional activities.

1) Knowing What You Want From a Job.
2) Values Continuum.
3) Decision Branches.
4) Summary of Work Values.
5) Worker Traits.

Activity #4

Knowing What You Want from a Job

Having a clear idea of what you want can help you make better decisions. Below are some things a person might want in a job. Circle 3-5 of these things that you think are important. Then select 2-3 jobs that are likely to fulfill your wants and desires.

Wants:

1. To be creative
2. To feel secure
3. To live in my home state
4. To have a salary of $25,000
5. To be a leader
6. To own my own business
7. To help others
8. To work with my hands
9. To work outdoors
10. To be respected by others
11. To solve problems
12. To feel important
13. Make your own list:

Occupations:

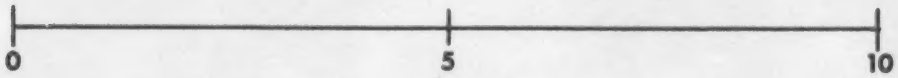
1. Carpenter
2. An administrator
3. Medical researcher
4. Car salesman
5. Environmental engineer
6. Forest ranger
7. Mechanic
8. Printing clerk
9. Photographer
10. Writer - newspaper, magazine
11. Policeman or woman
12. Keypunch operator
13. Physician
14. Diplomat
15. Secretary
16. Counselor
17. Bank teller
18. List others:

Values Continuum

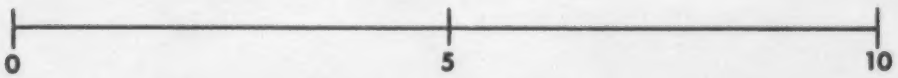
Think about the decisions you just made on the previous page.

How important are rewards; (for example, Money and Security, Prestige and Power) in your career interests?

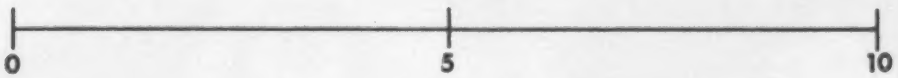
Indicate with a mark on the Values Continuum below how important money and security, etc. are to you. You may wish to fill in your own reward values on the other continuums.



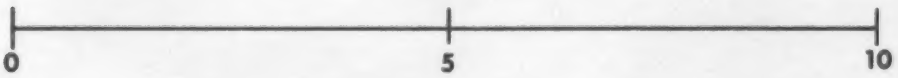
MONEY AND SECURITY



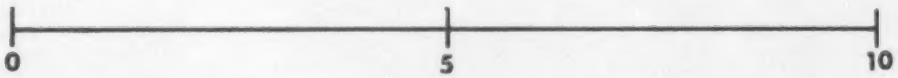
PRESTIGE AND POWER

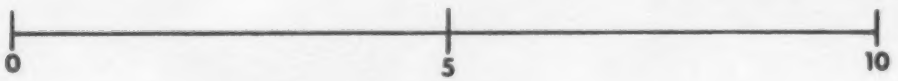


SERVICE AND USEFUL WORK



INTEREST AND CHALLENGE





When thinking of your preferred occupations, which values (rewards), if any, conflict with each other?

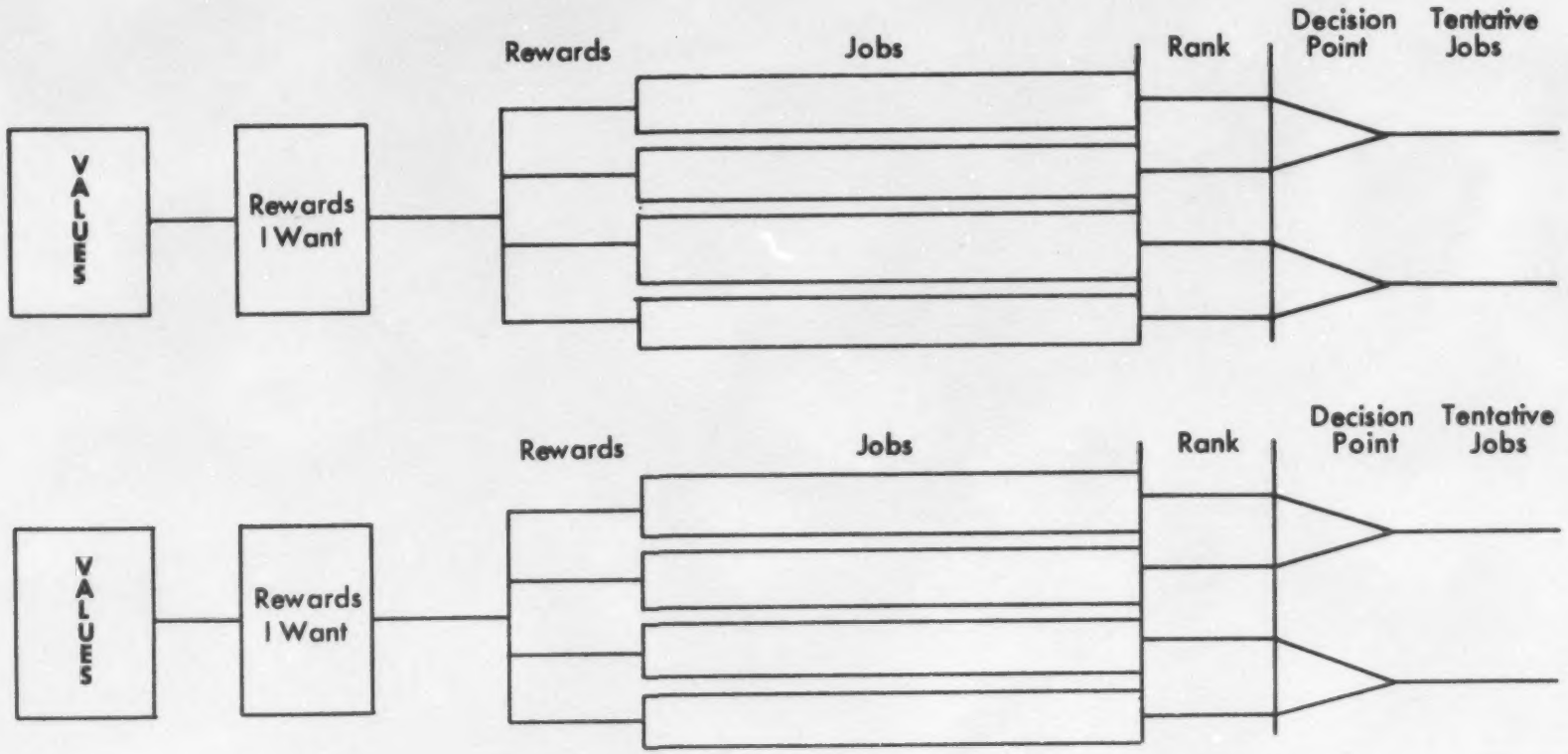
Name some jobs that might have most of the values (rewards) you want.

Discuss in pairs or trios these values you want in a job.

Activity #6

Decision Branches

Write in the rewards (satisfactions) you want. Choose 2-3 possible jobs that fit these rewards (e.g. carpenter, secretary, farmer, lab technician, physician). Rank them in order of preference to you. (You may wish to check your list on pages 25,27). When you reach the decision point in the Decision Branches narrow your options and make 2 tentative job choices.



Activity #7
Optional

SUMMARY OF WORK VALUES

"Work Values Inventory" by Donald Super may be taken first and/or complete this Summary of Work Values. The statement describes the Work Value which is the underlined word.

From Titles of Occupational Areas and Career Listings or Kuder Occupational Interest Chart choose 1 or 2 jobs which fit this Work Value.

Check 5 most important to you.			Name jobs
_____	1.	"Work which permits one to invest new things, design new products or develop new ideas." CREATIVITY	_____
_____	2.	"Work which permits one to plan and lay out work for others to do." MANAGEMENT	_____
_____	3.	"Work which gives one a feeling of accomplishment in doing a job well." ACHIEVEMENT	_____
_____	4.	"Work which is carried out under pleasant conditions - not too hot or too cold, noisy, dirty, etc." SURROUNDINGS	_____
_____	5.	"Work which is carried out under a supervisor who is fair and with whom one can get along." SUPERVISORY RELATIONS	_____
_____	6.	"Permits one to live the kind of life he chooses and to be the type of person he wishes to be." WAY OF LIFE	_____
_____	7.	"Work which provides one with the certainty of having a job even in hard times." SECURITY	_____
_____	8.	"Work which brings one into contact with the fellow workers whom he likes." ASSOCIATES	_____
_____	9.	"Work which permits one to make beautiful things and to contribute beauty to the world." ESTHETICS	_____
_____	10.	"Work which gives one standing in the eyes of others and evokes respect." PRESTIGE	_____

Activity #7
Continued

Check 5 most important to you.

Name jobs

_____ 11. "Work which permits one to work in his own way, as fast or as slowly as he wishes." INDEPENDENCE _____

_____ 12. "Work that provides an opportunity to do different types of jobs." VARIETY _____

_____ 13. "Work which pays well and enables one to have the things he wants." ECONOMIC RETURN _____

_____ 14. "Work which enables one to contribute to the welfare of others." ALTRUISM _____

_____ 15. "Work which provides opportunity for independent thinking and for learning how and why things work." INTELLECTUAL STIMULATION _____

Transfer to Career Motivation Chart, page 36.

Activity #8
Optional

WORKER TRAITS

Data-People-Things

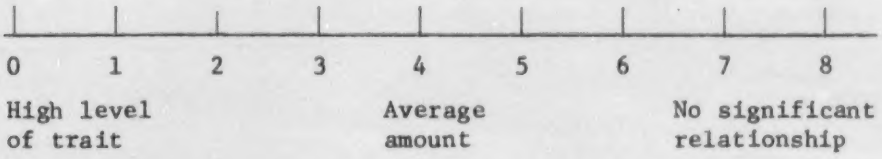
This may serve as a guide for looking up career materials filed according to the Dictionary of Occupational Titles (DOT) and help to determine whether your identified worker traits match to certain jobs.

Rate where you think your worker traits are by circling the appropriate number. 0 represents the highest level of the trait and 7-8 means there is almost no significant relationship of that trait. (See page 33 for further meaning of numbers.)

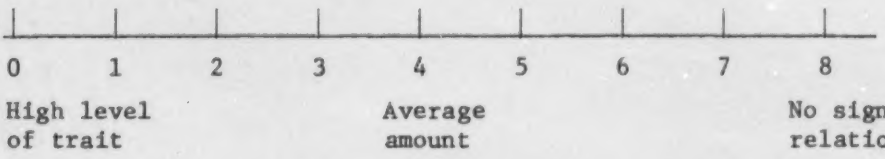
Your leader should provide you with further instructions and directions.

Look up in the Dictionary of Occupational Titles the occupations in which you think you are interested, and check on your self-identified worker traits.

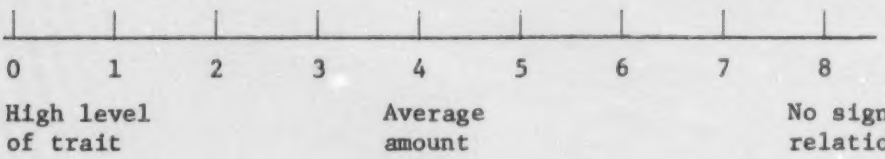
DATA: You need to work in situations where you are working with printed materials. (e.g. Collect and evaluate information, interpret information, compile written reports.)



PEOPLE: You need to work in situations where you are with people most of the time and have the opportunity to know people very well. (e.g., Teaching, negotiating, supervising and advising.)



THINGS: You need to work in situations where using your hands is of most importance--operating, adjusting or repairing tools or making things like pottery, cabinets, building, objects, etc.



Activity #8
Continued

What numbers represent:

DATA	PEOPLE	THINGS
0. Synthesizing	0. Mentoring	0. Setting up
1. Coordinating	1. Negotiating	1. Precision working
2. Analyzing	2. Instructing	2. Operating-controlling
3. Compiling	3. Supervising	3. Driving-operating
4. Computing	4. Diverting	4. Manipulating
5. Copying	5. Persuading	5. Tending
6. Comparing	6. Signaling	6. Feeding-offbearing
7.) No significant	7. Serving	7. Handling
8.) relationship	8. No significant relationship	8. No significant relationship

VALUES

SUGGESTIONS FOR LEADERS

Career Decision Making

VALUES SUMMARY

Activity #1. VALUE DETERMINANTS OF OCCUPATIONAL CHOICE

Students should review the previous capsules to summarize important points on values. This will enable them to have a clearer idea of their determinants of occupational choice.

Knowing Myself, My Skills and Abilities, Rewards I Value

Activity #2. CAREER MOTIVATION PROCESS SUMMARY CHART

Purpose: To bring together and help process key ideas and learnings from the Values Packet that may aid in career decisions.

In many cases most of the chart can be completed very quickly.

Worker Traits: Leaders will need to explain what the three digits to the right of the decimal point in the DOT system mean and assist students in using the Dictionary to find representative jobs.

An affirmation and discussion at the end will further summarize and help clarify some determinants for career decision making.

Activity #3. DESIRED OUTCOME

Purpose: To help students to look ahead, plan, to consider alternatives, realize obstacles, and know they are able to help determine and be responsible for making their own career decisions.

Having a desired outcome in mind and being able to "Map out" some of the steps toward achieving it will result in more satisfying decisions for the individual.

Instructions: List occupational rewards, possible occupational outcomes and ways to go about reaching these occupations. Consider some alternative ways to reach job outcomes and obstacles that may be in the way.

Sharing some of the obstacles, alternatives and changes that might be necessary may be helpful and give ideas to other members in the group. Students will need help in seeing alternative ways to reach their desired occupations.

Activity #4. CAREER DECISION MAKING PROCESS REVIEW

Review the Decision Making Process using the J-E Model, page 38 using examples given in Leaders'Guide. Students discuss their own values and relate them to the Model.

1. Where are you now?

   Review and discussion:

   You the Decision Maker
   Freedom for deciding on your desired outcome

   Your Options

   Value System
   Determinants of occupational choice

2. Where are you going?

   Relate the J-E Model to the career packets by using the Decision Making Mini Course Framework Chart page 28 . Introduce the Information System Frame with occupational choice factors:

   Occupational Information
   Educational Requirements
   Job Performance Requirements
   Rewards

3. Leader must be certain that the decision making model and course framework are understood by all students.

CAPSULE #6

Career Decision Making

VALUES

Values Summary

MAJOR IDEA: The information I have collected on my values can help me focus my career choices.

LEARNING OBJECTIVE:

By reviewing and summarizing these data, I will have a clearer idea of my value determinants for occupational choice.

LEARNING ACTIVITIES:

Activity #1

VALUE DETERMINANTS OF OCCUPATIONAL CHOICE

Review and summarize learnings from previous capsules.

KNOWING MYSELF

CAPSULE 1. WHO AM I?

CAPSULE 2. MY INTERESTS AND OCCUPATION

CAPSULE 3. MY OTHER CHARACTERISTICS

MY SKILLS and ABILITIES

CAPSULE 4. MY SKILLS AND ACADEMIC STRENGTHS

REWARDS I VALUE

CAPSULE 5. REWARDS I WANT FROM MY OCCUPATION

Activity #2

CAREER MOTIVATION PROCESS SUMMARY CHART

This Chart, page 36, summarizes and brings together all the information you have collected in the Values Packet. Finish completing.

The activities are listed on the chart by name with a page number to refer to the main values you wish to remember and record in the space provided.

Activity #2
Continued

CAREER MOTIVATION PROCESS SUMMARY CHART

HIGHLIGHTS OF ME Page 4	School	Home	Free Time	Positive Adjectives

INTERESTS Pages 12-14	Occupations from Inventory 1. 2. 3.	Self Expressed Occupations 1. 2. 3. 4.
PERSONALITY LIFE STYLES Pages 16-17	1. 2. 3.	Sixteen Statements (Page 25) 1. 4. 2. 5. 3. 6.

ABILITIES Pages 19-22	Ability-Interest Self Appraisal (Page 21) 1. 2. 3. 4. 5.	Conference With Counselor		
		Academic School Record	Test Scores	
			Verbal	Math
			Intelligence Aptitude PSAT (SAT)	
		Subjects liked most:	Subjects liked least:	

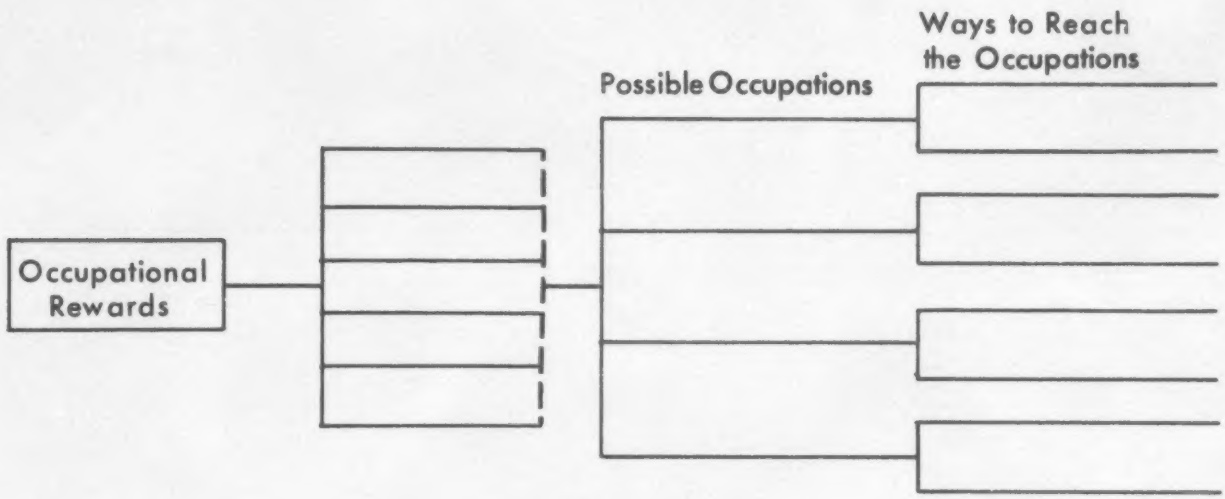
CAREER VALUES AND SATISFACTIONS	VALUES CONTINUUM (Page 28) 1. 2. 3. 4. 5.	KNOW WHAT YOU WANT FROM A JOB (Page 27) Wants / Jobs 1. 1. 2. 2. 3. 3.	SUMMARY WORK VALUES (Pages 30-1) 1. 2. 3. 4. 5.

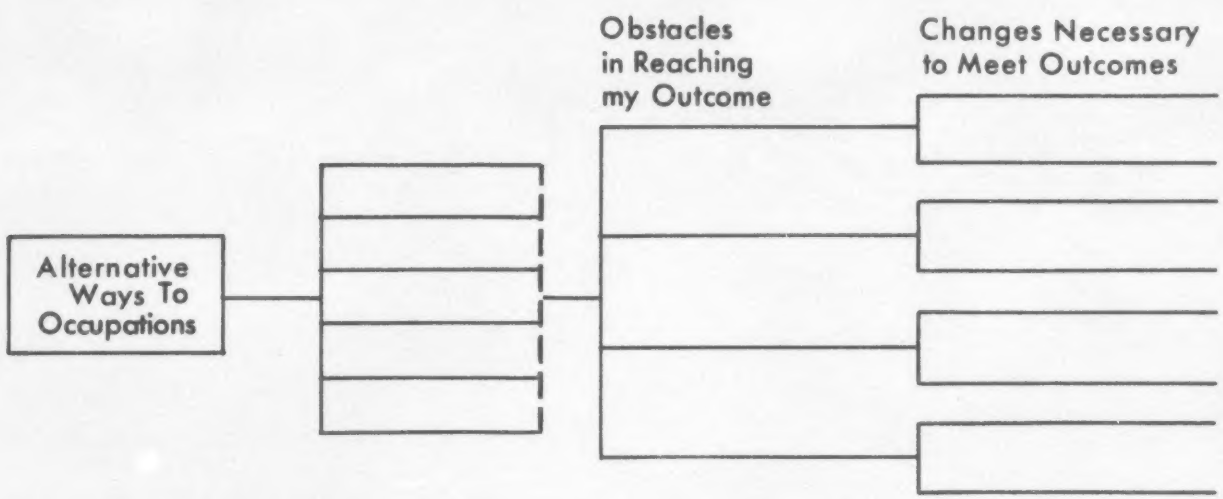
WORKER TRAIT NUMBERS (Page 32) Meaning of Numbers	DATA PEOPLE THINGS		SOME JOBS TO FIT WORKER TRAITS
ACTIVITIES Hobbies	School	Outside	Magazines, Books I Enjoy
WORK EXPERIENCE			

Desired Outcome

You have become more aware of yourself, what you value and what you want from a job. You have also examined your interests, skills and abilities and summarized these on the Motivation Process Summary Chart, page 36.

Assume that you are deciding on your 1st or 2nd occupational preference. Your Career Plan might begin to look as follows. Try to map it out below.





In trios share some of the obstacles, alternatives and changes.

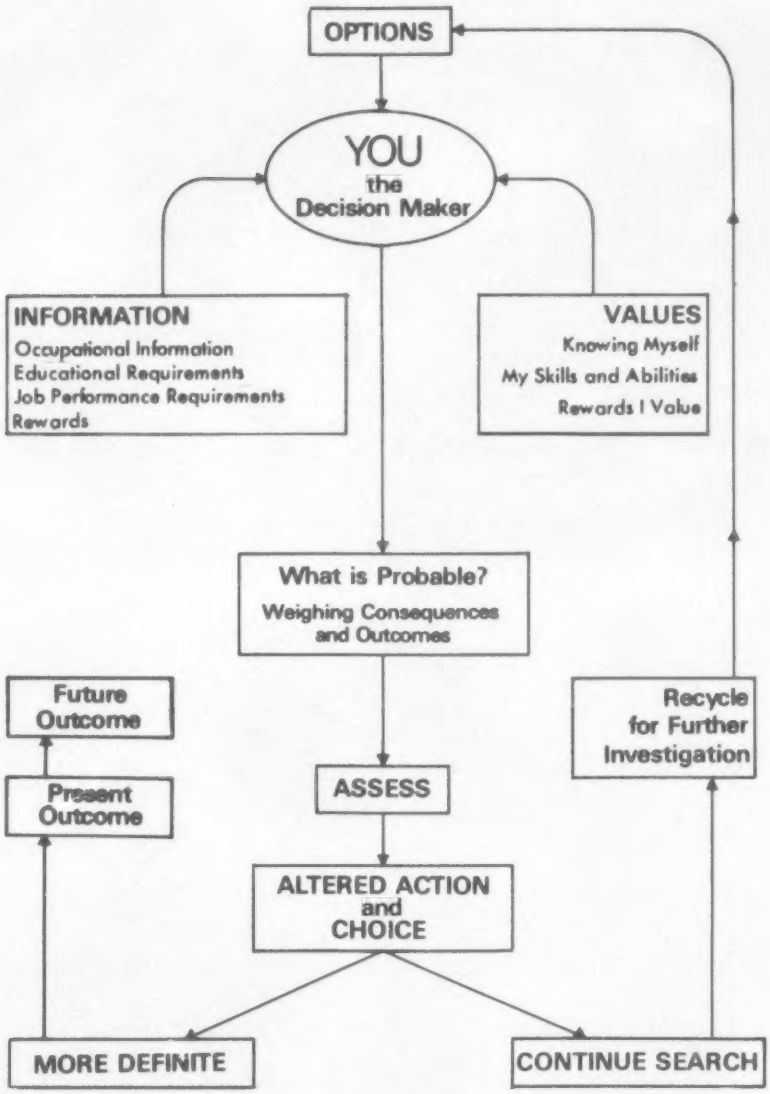
Activity #4

CAREER DECISION MAKING PROCESS REVIEW

Review the decision making process using the J-E Model and Mini Course Framework Charts.

-- Where are you now?

-- Where are you going?



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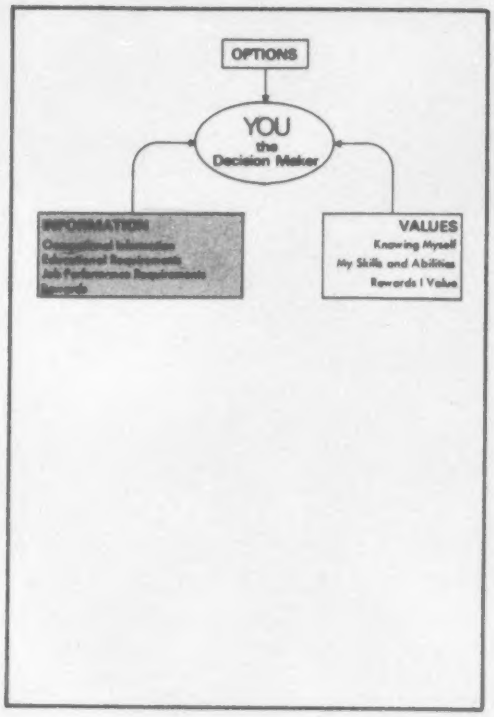
INFORMATION PACKET



OCCUPATIONAL INFORMATION

Exploring Occupations
Capsule 7

EDUCATIONAL REQUIREMENTS

Necessary Education and Experience
Capsule 8

JOB PERFORMANCE REQUIREMENTS

Qualifications for Satisfactory Job Performance
Capsule 9

REWARDS

Rewards Present in the Occupation
Capsule 10

OCCUPATIONAL INFORMATION SUMMARY

Occupational Information Chart

INFORMATION

Occupational Information

Career Decision Making

SUGGESTIONS FOR LEADERS

INFORMATION PACKET

EXPLORING OCCUPATIONS

"Methods of Collecting and Assessing Information"

Review entire packet before beginning as some capsules may be done simultaneously. For example, if a student should observe a person on the job or interview someone, information may be obtained on Educational, Job Performance Requirements, and Rewards. It is important, therefore, to call attention to and review the Occupational Information Chart on pages 54-55. This chart serves as a guide for collecting and recording relevant information.

Activity #1. ERRORS IN DECISION MAKING AND COLLECTING INFORMATION *

Four types of errors are commonly made in decision making. These errors can be avoided or minimized.

Review the four errors with students. Students can add examples of these types of errors they have made in the past. Consequences of these errors may be written in and discussed.

Discussion could be centered on turning errors into positive suggestions for collecting information.

Some points for discussion:

Error 1. Options Unknown.

How might you learn about (create) new options?
How could you handle too many or too few options?
Would time make a difference?

Error 2. Probable Outcomes Unknown.

Why might you dislike predicting outcomes?
How do your personal preferences influence judgment and probable outcomes?

Error 3. Data Unsound, Undependable.

What are some factors in misinterpreting data?
What are some examples of predicting events that you want to happen or are desirable?

Error 4. Data Irrelevant, Useless.

How can you decide on relevant, useful information?

* Ideas adapted from Decisions and Outcomes, p. 24.

Activity #1
Continued

See following student pages 41-42 for activity and further directions.

Activity #2. INFORMATION SOURCES *

Purpose: To give practice and understanding in looking for a variety of sources of information.

Numerous ideas are given to the student. He may wish to add his own sources and actions to be taken.

Encourage discussion of additional sources.

1. Information you already have
2. Is it current, accurate, reliable?
3. Which source is most important?
4. Sources available to aid in making your decision.

A variety of cases are available in: Success-A Search for Values, by Audry Roth, Leader's Guide.

Deciding and Decisions and Outcomes, College Entrance Examination Board publications are good sources.

Other Information Sources:

New York State Employment Office
Chamber of Commerce--Business-Industry-Education Council
Radio and TV stations
Local newspapers
Community agencies--e.g. social and business
Labor Relations Board
Local unions
Junior Chamber of Commerce
Town or city departments
Electric and gas, telephone companies
Personnel directors-local industry
Career centers in local schools, regional and Boards of Cooperative Educational Services or vocational schools, community and nearby colleges
School and regional librarians

Activity #3. CAREER EXPLORATION

Leaders should become familiar with purpose, content and procedure before using kits.

* Ideas adapted from Decisions and Outcomes, p. 25.

Activity #3
Continued

Occupational Information Chart, pages 54-55. These two pages serve as a guide and summary to aid you and serve the students in collecting and recording relevant occupational information. Call this to the students' attention and review at the beginning of the information packet.

List of resources:

Widening Occupational Roles Kit - Science Research Associates
Occupational Experience Kit with Viewcard (Vital Information for Education and Work) - Science Research Associates
Career Development Laboratory - Educational Progress Corporation
Page 1 - How to Use the "OEK"
Page 13 - Use the Occuscan
You might suggest students complete steps 4, 5, and 6 in the Student Record Book.
Students: (1) read 3 occupational briefs and add information to chart (2) list and explore occupations that come up in "OEK".
Occupational Briefs - School Files, Chronicle, Moravia, N.Y.
Cassettes and filmstrips on your preferred occupations
Occupational Outlook Handbook
Dictionary of Occupational Titles

These may be used for Capsules 7, 8, 9, and 10 which are separate capsules yet interrelated. As students are acquring information on an activity in Capsule 7; for example, listening to a cassette or interviewing someone they could be learning about educational requirements, job performance and rewards in the occupation also. Therefore, you and the students need to be familiar with the suggested activities under each.

If students plan to interview a person, questions should be written out ahead of time and could cover all the capsules in this packet.

All relevant information in this packet should be recorded on the students' Occupational Information Chart at the end of the Information Packet, pages 54-55.

Note: Interview and visit may be done just once for Capsule 7-10. When time permits students may wish to explore two related occupations and two other preferences.

CAPSULE #7

Career Decision Making

INFORMATION

Occupational Information

Exploring Occupations

Methods of Collecting and Assessing Information

MAJOR IDEA: It is necessary to explore occupations to find out what a job is really like.

LEARNING OBJECTIVE:

Learning about my preferred occupations and learning a method of collecting and assessing information will assist me in improving my occupational decision making skills.

LEARNING ACTIVITIES:

Activity #1

ERRORS IN DECISION MAKING AND COLLECTING INFORMATION

People's decisions vary because they have different values and information. Decisions are based on what you know and want.

The following types of errors may be made by an unskillful decision maker in gathering and using information.

Error 1. OPTIONS UNKNOWN: An alternative is not chosen because it is not seen as an option.

Error 2. PROBABLE OUTCOMES UNKNOWN: Choosing an alternative when the probable consequence is unknown.

Error 3. DATA UNSOUND, UNDEPENDABLE: Misunderstanding the importance of certain data.

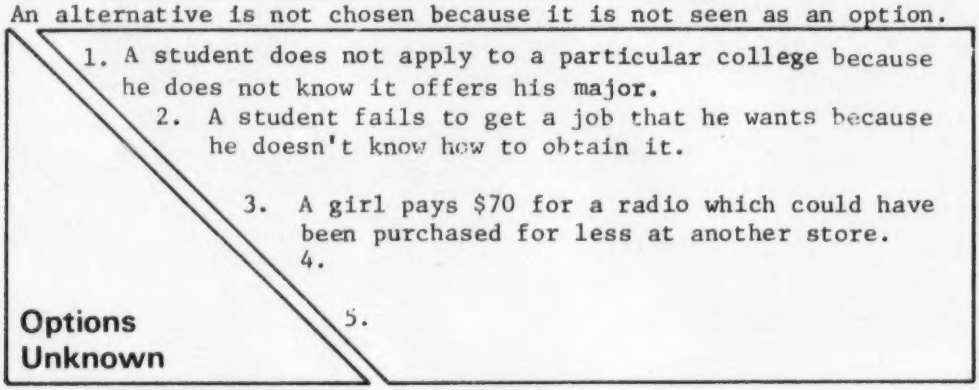
Error 4. DATA IRRELEVANT, USELESS: Gathering unnecessary and useless information.

Collecting Information

When collecting information to make a decision, do you and others make these errors? Add some examples of your own that might apply to you and your friends.

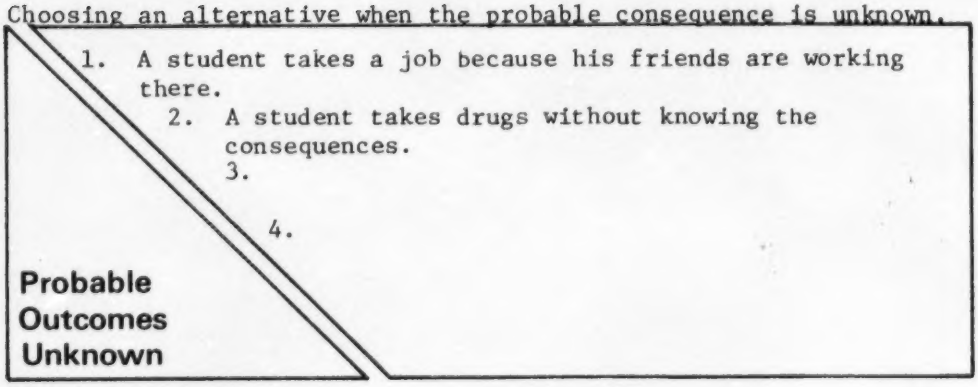
Error 1

An alternative is not chosen because it is not seen as an option.


1. A student does not apply to a particular college because he does not know it offers his major.
2. A student fails to get a job that he wants because he doesn't know how to obtain it.
3. A girl pays $70 for a radio which could have been purchased for less at another store.
4.
5.
Options Unknown

Error 2

Choosing an alternative when the probable consequence is unknown.

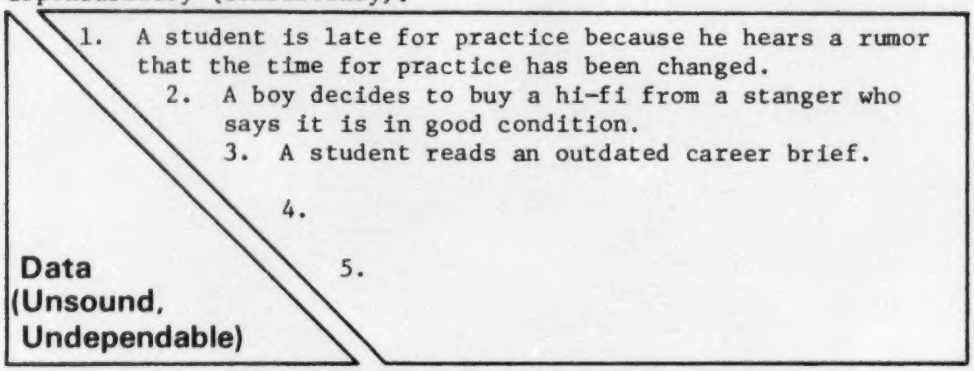

1. A student takes a job because his friends are working there.
2. A student takes drugs without knowing the consequences.
3.
4.
Probable Outcomes Unknown

Activity #1
Continued

COLLECTING INFORMATION

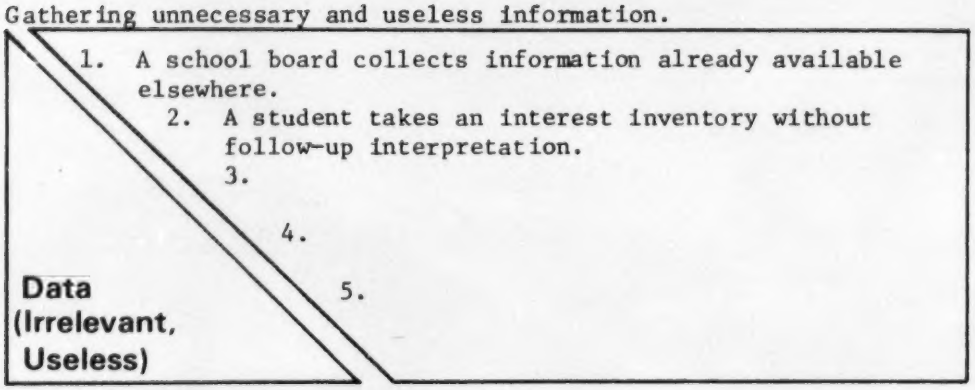
Misunderstanding importance of certain data; its soundness, dependability (consistency).

Error 3


1. A student is late for practice because he hears a rumor that the time for practice has been changed.
2. A boy decides to buy a hi-fi from a stanger who says it is in good condition.
3. A student reads an outdated career brief.
4.
5.
Data
(Unsound,
Undependable)

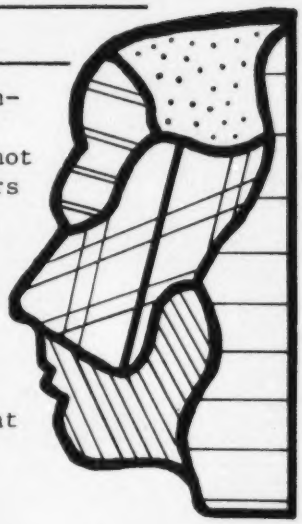
Gathering unnecessary and useless information.

Error 4



Activity #2

Information Sources



Tom is employed in a skilled job that he took after completing two years of technical training. The job pays well and he enjoys his work. He found out that he cannot advance easily to management position without four years of college. Tom is about to be married and his wife-to-be wants him to continue his education. Some of his fellow workers think he only needs two years of college to advance.

Consider the uncertainty of giving up a good job with only tentative assurance of advancement.

Tom identifies the following sources of information that can help him decide. CIRCLE 4 of the best sources and LIST OTHER SOURCES to help Tom.

Think About?

1. His skills and abilities
2. Personality and temperment
3. Satisfactions he wants from job
4. Future life style
5. Activities he enjoys most
6. Immediate wants
7. Future wants
8. Wishes of others
9. Probable job outcome
10. Chances of success
11. Advantages, disadvantages of present job
12. Advantages, disadvantages of future job

Talk To?

1. Friends
2. Parents
3. Counselor
4. Boss
5. People in management
6. College admissions people
7. College placement counselor
8. Employment office
9. Chamber of Commerce
10. Labor Relations Board

Read About?

1. Occupations
2. Colleges in catalogs
3. Job market outlooks
4. Trade journals

Action?

1. Visit placement office
2. Visit employment agency
3. Visit colleges
4. Estimate expenses
5. Send for applications
6. Take required tests

List the sources you will use in collecting information about your occupational preferences.

Activity #3

CAREER EXPLORATION

Explore your preferred occupations using the following resources and others that may be available.

Widening Occupational Roles Kit
Career Development Laboratory
Occupational Experience Kit, VIEW card (Vital Information for Education and Work)
Occupational Briefs - School Files
Cassettes and filmstrips on your preferred occupations
Occupational Outlook Handbook
Dictionary of Occupational Titles

(These will be helpful for Capsules 7, 8, 9, 10)

1. Listen to cassettes, read occupational briefs, job descriptions in Occupational Outlook Handbook.

2. Watch a film and filmstrip on your occupation.

3. Visit a person involved in a career of your choice. Interview and if possible tape the conversation.

4. Visit the industry or place of business where the occupation is performed.

5. Look up your preferred occupations in the Occupational Outlook Handbook and the Dictionary of Occupational Titles.

6. Store the information you acquire from all activities in this packet on the Occupational Information Chart, pages 54-55.

Career Decision Making

INFORMATION

SUGGESTIONS FOR LEADERS

EDUCATIONAL REQUIREMENTS

NECESSARY EDUCATION AND EXPERIENCE

Activity #1. CAREER SURVEY AND TAPES *

Schooling for Entry Level Positions

From the Career Development Laboratory students survey their educational plans, experience, and interests. Then they should select appropriate career tapes according to the amount of schooling required to enter the occupations of their choice.

Learnings should be added to the Occupational Information Chart at the end of the Information Packet, pages 54-55.

The Occupational Outlook Handbook will be helpful for:

Nature of the Work
Place of Employment
Training, qualifications, advancement
Employment outlook
Sources of additional information

Information on wages and salaries may be outdated.

Activity #2. INTERVIEW

Students should construct some questions they wish to ask ahead of time.

School and leader can facilitate this experience by suggesting people to see and assisting students in arrangements. Students may need to use time after school and weekends.

Activity #3. REQUIRED EDUCATION AND TRAINING

Resources listed in Capsule 7 plus other activities will assist the student in finding the required training and experience for his occupational choices.

* Source: Educational Progress Corporation, 8538 East 41st Street, Tulsa, Oklahoma 74145.

Activity #3
Continued

Resource People:

Relatives
Friends of the family
Neighbors
Town and city workers
Chamber of Commerce
Junior Chamber of Commerce
Other Community agencies
Local business owners (e.g. mechanic, carpenter, hairdresser)

CAPSULE #8

Career Decision Making

INFORMATION

Necessary Education and Experience

Educational Requirements

MAJOR IDEA: Necessary preparation, experience and various opportunities will influence my choice.

LEARNING OBJECTIVE:

Further exploration and in-depth study of my most preferred occupation will provide me with realistic training and performance requirements for a more satisfying occupational choice.

LEARNING ACTIVITIES:

Activity #1

CAREER SURVEY AND TAPES
(Schooling for Entry Level Positions)

The Career Development Career Survey S will direct you to appropriate tapes based on your educational plans, experience, and interests, pages 46-47.

1. Learnings from this activity may be added to your Occupational Information Chart, pages 54-55.

Activity #1

CAREER DEVELOPMENT LABORATORY

CAREER SURVEY: FORM S

_____
name

_____
section

_____
counselor

_____
date

This survey is to help direct you to appropriate career tapes for listening based on your educational plans, experience, and interests. Check the **most appropriate** item under each of the three main headings.

A. Indicate your **EDUCATIONAL OR TRAINING PLANS.**

_____ High school
_____ Technical, trade, or business program in private school, junior college, or the Armed Services, or a two-year junior college degree program
_____ Four-year college program
_____ Graduate school program (1–10 additional years)

B. Indicate the areas where you have had the most **EXPERIENCE** in school (classes) or on the outside (jobs, hobbies) that you feel would help you in a career.

_____ Clerical (business classes or jobs)
_____ Sales (cashier or store clerk)
_____ Vocational (shop classes, repairs)
_____ Fine arts (music, drama, painting, crafts)
_____ Home economics (cooking, sewing, home management, child care)
_____ Math or science
_____ English or social studies

C. Indicate the type of work that **INTERESTS** you most, and in which you feel you have a good chance of developing an ability or aptitude.

_____ Mechanical (work with machines or tools)
_____ Numerical (work with numbers and mathematics)
_____ Scientific (apply knowledge or technical skill in systemized manner to solve problems)
_____ Physical (use of hands and body)
_____ Clerical, secretarial (work with numbers or words)
_____ Verbal (work with and understand written materials)
_____ Social (serve other people directly)
_____ Sales (work with many different people)
_____ Construction (put things together, build things)
_____ The arts (create or perform music, drama productions, or other creative work)

After noting the areas of your choice, turn to the PLACEMENT CHART on the next page for a list of the career tapes most appropriate for the educational areas you have chosen.

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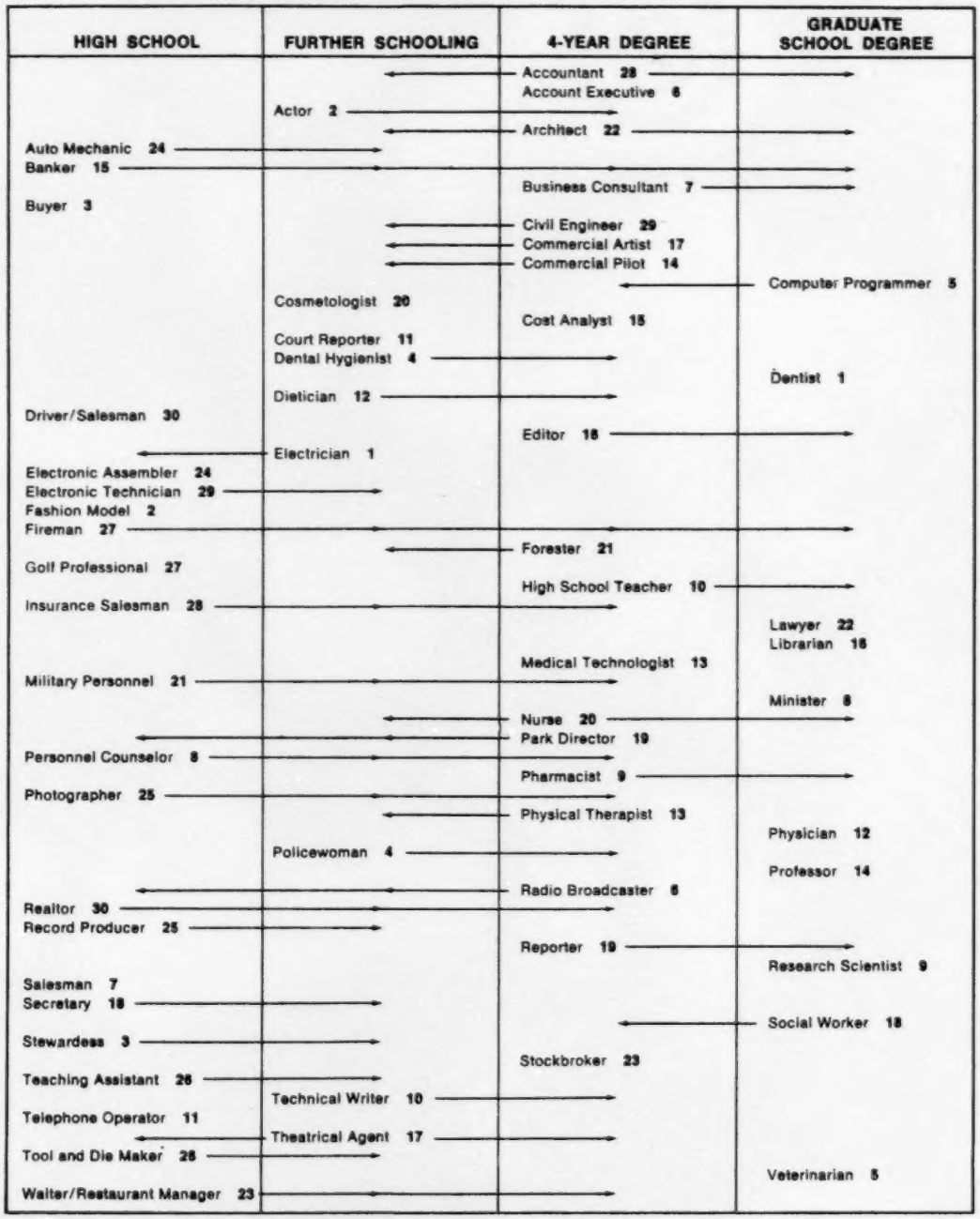
Activity #1
Continued

CAREER DEVELOPMENT LABORATORY

PLACEMENT CHART: FORM S

Careers below are grouped by the amount of schooling generally required to enter them. The number of the *Career Development Laboratory* tape appears next to the career title. Arrows indicate other, less frequently used, levels of schooling to obtain entry level positions.



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Activity #2

INTERVIEW

a) Interview someone in the occupation of your interest to find out about:

- Working Conditions
- Hours
- Entry Jobs
- Salary
- Benefits
- Advantages
- Disadvantages

b) Add this information to your chart. (This may be part of Capsule 7, 8,9,10)

After school and weekends may be the best time to talk to some people.

Ideas of people to talk to:

- Parents
- Relatives
- Friends of the family
- Neighbors
- Guidance counselors and teachers
- Town and city workers
- Chamber of Commerce
- Local business owners (e.g. mechanic, carpenter, electrician, hairdresser, engineer)

Activity #3

REQUIRED EDUCATION AND TRAINING

a) What education, training and experience is necessary?
Where can you obtain training?
What are the costs of training in time and money?

b) List on the "Occupational Information Chart" necessary required education and training for each of your choices. Resources listed in Capsule 7 will be of further assistance.

Occupational Briefs
Dictionary of Occupational Titles
Career Development Laboratory

- Career Tapes
- Placement Chart, page 47

INFORMATION

JOB PERFORMANCE REQUIREMENTS

SUGGESTIONS FOR LEADERS

Career Decision Making

QUALIFICATIONS FOR SATISFACTORY JOB PERFORMANCE

Activity #1. REQUIREMENTS OF JOB

Students need to refer to the list of resources in Capsule 7 to assist them in learning about necessary job performance requirements.

Activity #2. OBSERVING PERSON IN OCCUPATION

Talking to and observing persons employed in the students' preferred occupations will help them learn what it is like to work in these occupations. Try to arrange 1/2 - 1 day trip for the student to acquire first hand experience of what the job is like. A parent, friend of family or other person in the community could assist in this activity.

If this cannot be done during school, arrangements could be made after school, Saturdays, and some school holidays.

Schools may wish to develop video tapes, cassette tapes and encourage weekend visits.

Activity #3. GUEST SPEAKERS

Activity #4. CAREER DAY

Record information on Occupational Information Chart, pages 54-55.

CAPSULE #9

Career Decision Making

INFORMATION

Qualifications for Satisfactory Job Performance

Job Performance Requirements

MAJOR IDEA: I need to know the requirements and qualifications for satisfactory job performance.

LEARNING OBJECTIVE:

Completion of this capsule will help me to know what technical qualifications, skills, and performance the occupation demands.

LEARNING ACTIVITIES:

Activity #1

REQUIREMENTS OF JOB

What are the necessary:

1. Qualifications for satisfactory performance
2. Grades and scores required
3. Skills and special aptitudes (e.g. manual and finger dexterity, design or repair skills, 3-dimensional perception)

Job Opportunities - What are they?

1. Present and future demand for workers
2. Ways of entering (education, exams, necessary grades or scores)

Refer to the list of resources for Capsule 7, page 44 Occupational briefs, The Occupational Outlook Handbook, Labor statistics, Labor Relations Board, Local Unions are other sources of information.

Add the information to your Occupational Information Chart, pages 54-55 .

Activity #2

OBSERVING PERSON IN OCCUPATION

What is life really like in your preferred occupations?

What are the necessary skills and special aptitudes needed?

Spend half a day or more observing and interviewing someone who is employed in the occupation of your choice. If this cannot be done during school, after school, Saturdays and some school holidays could be possible.

Activity #3

GUEST SPEAKERS

Listen to a panel or small group discussion of guest speakers who are employed in the occupations of interest.

Activity #4

CAREER DAY

Cooperate with neighboring schools and County or Regional Boards of Cooperative Educational Services for a Career Day and/or small discussion groups led by people employed in occupations of interest.

Activity #5

TOURS

Take a tour of a local bank, business, industry, Board of Cooperative Educational Services (BOCES) or vocational-technical schools.

INFORMATION

REWARDS

SUGGESTIONS FOR LEADERS

REWARDS PRESENT IN THE OCCUPATION

Activity #1. CAREER SURVEY AND TAPES *

Students should survey themselves; then select the tapes. Circle the tapes and list satisfactions (rewards) the person in that occupation obtains.

Discuss whether the satisfactions are similar to previous satisfactions students said they valued.

Activity #2. OCCUPATIONAL REWARDS

Through tapes, interviews, and guest speakers students will begin to see some of the satisfactions that people get from certain occupations.

Students should be encouraged to record all information or feelings they acquire from their exploration of occupations.

Check to see if students have sufficient information to complete their Occupational Information Chart.

* Source: Educational Progress Corporation

CAPSULE #10

Career Decision Making

INFORMATION

Rewards

Rewards Present in the Occupation

MAJOR IDEA: Certain occupations offer unique rewards or satisfactions to different people.

LEARNING OBJECTIVE:

From my exploration, I will learn about particular rewards present in my preferred occupations.

LEARNING ACTIVITIES:

Activity #1

CAREER DEVELOPMENT LABORATORY
Career Survey and Tapes

Complete the survey on the next page to help you select career tapes to discover the satisfactions (rewards) present in various careers.

Circle the names of the tapes on page 53 to which you have listened. The satisfactions (rewards) that go with each career should be listed on the Occupational Information Chart, pages 54-55.

Activity #2

OCCUPATIONAL REWARDS

As you have been working on Capsule 7,8,9 and 10 you have been discovering possible rewards people experience in their occupations. Complete exploring your 2 occupational preferences and fill in the remaining information on your Occupational Information Chart, pages 54-55.

Activity #1
Continued

CAREER DEVELOPMENT LABORATORY

CAREER SURVEY: FORM Y

_____
name

_____
section

_____
counselor

_____
date

This survey is to help direct you to appropriate career tapes for listening. Below are statements made by people involved in some of the careers in the laboratory. The statements reflect the satisfaction found by people in these jobs and indicate some of the reasons why they entered these careers. Choose the statement that you think **best represents the satisfaction** that you feel you would like to receive from a career.

_____ **A** "Being able to **see a finished product that I built** is a pleasure for me." (MAKING SOMETHING)

_____ **B** "I like being able to **develop an idea and then see it evolve** into something beautiful." (CREATING SOMETHING)

_____ **C** "A frequent **change of scenery** and a **lot of variety** in my job are satisfying to me." (TRAVELING AROUND)

_____ **D** "I find pleasure in **seeing the results of what I have said or done for a person**." (HELPING PEOPLE)

_____ **E** "It is particularly satisfying for me **to be active**, to be interested in **physical well-being**, and to be **developing my physical potential**." (BEING PHYSICALLY ACTIVE)

_____ **F** "You should have a scientific bent, to **want to know the hows and whys of things**, and to have an inquiring mind." (SOLVING PROBLEMS)

_____ **G** "To be able to **write and speak convincingly and effectively** with others are some of the joys in my work." (COMMUNICATING EFFECTIVELY)

_____ **H** "Have you ever been a part of the **creation of a new product** or been caught up in the **active and exciting business world**? I have, and to me it's living." (BEING PART OF THE BUSINESS WORLD)

After noting the area of your choice, turn to the **PLACEMENT CHART** on the next page for the career tapes most appropriate for the area you have chosen. Under the letter representing the field you chose will be a number of taped interviews suggested for listening.

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Activity #1
Continued

Career Development Laboratory

Placement Chart: Form Y

Categories below answer the question "What kind of personal satisfaction do you want from your career?" Following each career title are letters which give additional information about what other satisfactions that career offers. For example, an architect not only makes something (category A), he also creates (B), solves problems (F), and is a part of the business world (H).

A MAKING SOMETHING **B** CREATING SOMETHING **C** TRAVELING AROUND **D** HELPING PEOPLE
E BEING PHYSICALLY ACTIVE **F** SOLVING PROBLEMS **G** COMMUNICATING EFFECTIVELY
H BEING A PART OF THE BUSINESS WORLD

TAPE	CAREER
	A MAKING SOMETHING
22	Architect *B, F, H*
24	Auto Mechanic *E, F*
29	Civil Engineer *E, F*
1	Dentist *B, D, F*
1	Electrician *D*
24	Electronic Assembler
29	Electronic Technician *F*
27	Fireman *D, E*
25	Photographer *B, G*
26	Tool and Die Maker *B, F*
	B CREATING SOMETHING
6	Account Executive *G, H*
2	Actor *G*
22	Architect *A, F, H*
7	Business Consultant *F, G, H*
3	Buyer *C, H*
17	Commercial Artist *H*
20	Cosmetologist *D*
1	Dentist *A, D, F*
2	Fashion Model *E*
25	Photographer *A, G*
25	Record Producer *G, H*
17	Theatrical Agent *H*
26	Tool and Die Maker *A, F*
	C TRAVELING AROUND
3	Buyer *B, H*
14	Commercial Pilot
30	Driver/Salesman *E, H*
21	Military Personnel *E, H*
18	Secretary *D, H*
3	Stewardess *D*
	D HELPING PEOPLE
15	Banker *F, H*
20	Cosmetologist *B*
4	Dental Hygienist
1	Dentist *A, B, F*
12	Dietician *F*
1	Electrician *A*
27	Fireman *A, E*
10	High School Teacher *G*
28	Insurance Salesman *F, G, H*
22	Lawyer *F, G, H*
16	Librarian *G, H*
13	Medical Technologist *F*
8	Minister *G*
20	Nurse *F*
19	Park Director *E*
8	Personnel Counselor *G, H*
9	Pharmacist *F*
13	Physical Therapist *E, F*
12	Physician *F*
4	Policewoman
14	Professor *G*
30	Realtor *H*
18	Secretary *C, H*
18	Social Worker *G*
3	Stewardess *C*
26	Teaching Assistant
11	Telephone Operator *H*
23	Waiter/Restaurant Manager
	E BEING PHYSICALLY ACTIVE
24	Auto Mechanic *A, F*
29	Civil Engineer *A, F*
30	Driver/Salesman *C, H*
2	Fashion Model *B*
27	Fireman *A, D*
21	Forester *H*
27	Golf Professional *H*
21	Military Personnel *C, H*
19	Park Director *D*
13	Physical Therapist *D, F*
5	Veterinarian *F*
	F SOLVING PROBLEMS
28	Accountant *H*
22	Architect *A, B, H*
24	Auto Mechanic *A, E*
15	Banker *D, H*
7	Business Consultant *B, G, H*
29	Civil Engineer *A, E*
5	Computer Programmer *H*
15	Cost Analyst *H*
1	Dentist *A, B, D*
12	Dietician *D*
16	Editor *G, H*
29	Electronic Technician *A*
28	Insurance Salesman *D, G, H*
22	Lawyer *D, G, H*
13	Medical Technologist *D*
20	Nurse *D*
9	Pharmacist *D*
13	Physical Therapist *D, E*
12	Physician *D*
9	Research Scientist *H*
26	Tool and Die Maker *A, B*
5	Veterinarian *E*
	G COMMUNICATING EFFECTIVELY
6	Account Executive *B, H*
2	Actor *B*
7	Business Consultant *B, F, H*
11	Court Reporter *H*
16	Editor *F, H*
10	High School Teacher *D*
28	Insurance Salesman *D, F, H*
22	Lawyer *D, F, H*
16	Librarian *D, H*
8	Minister *D*
8	Personnel Counselor *D, H*
25	Photographer *A, B*
14	Professor *D*
6	Radio Broadcaster *H*
25	Record Producer *B, H*
19	Reporter *H*
7	Salesman *H*
18	Social Worker *D*
10	Technical Writer *H*
	H BEING A PART OF THE BUSINESS WORLD
28	Accountant *F*
6	Account Executive *B, G*
22	Architect *A, B, F*
15	Banker *D, F*
7	Business Consultant *B, F, G*
3	Buyer *B, C*
17	Commercial Artist *B*
5	Computer Programmer *F*
15	Cost Analyst *F*
11	Court Reporter *G*
30	Driver/Salesman *C, E*
16	Editor *F, G*
21	Forester *E*
27	Golf Professional *E*
28	Insurance Salesman *D, F, G*
22	Lawyer *D, F, G*
16	Librarian *D, G*
21	Military Personnel *C, E*
8	Personnel Counselor *D, G*
6	Radio Broadcaster *G*
30	Realtor *D*
25	Record Producer *B, G*
19	Reporter *G*
9	Research Scientist *F*
7	Salesman *G*
18	Secretary *C, D*
23	Stockbroker
10	Technical Writer *G*
11	Telephone Operator *D*
17	Theatrical Agent *B*

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Activity #2

OCCUPATIONAL INFORMATION CHART

1 = _____ (1st Preference)

2 = _____ (2nd Preference)

EXPLORING OCCUPATIONS

Job Description (What People do on the Job)	Working Conditions and Hours	Places of Work	Entry Jobs	Specialties	Salary	Benefits	Advantages	Disadvantages
1st								
2nd								

EDUCATION, TRAINING, EXPERIENCE

Recommended and/or Required High School Courses or Other Prerequisites	Required Education (Training)	Type of Institution	Major (Subjects)	Estimated Number of Years	Estimated Cost	Other Requirements (e.g., Lab Experience, Internship, Licensing Experience, etc.)
1st						
2nd						

Activity #2
Continued

OCCUPATIONAL INFORMATION CHART

1 = _____ (1st preference)

2 = _____ (2nd preference)

QUALIFICATIONS FOR JOB PERFORMANCE

Possible Job Opportunities	Demand		Necessary Skills Special Aptitudes	Ways of Entering (Educ., Exam, Grades, Scores)	Opportunity for Advancement	Related Occupations	
	Present	Future				List Them	Rank in Order of Interest to You
1st							
2nd							

REWARDS IN THE OCCUPATION

Satisfaction	Status and Prestige	Creativity	Interest and Variety	Freedom to Make Decisions	Leadership and Responsibility
1st					
2nd					

Sense of Accomplishment, Pride	Helping Others	Leisure	People With Whom I Work	Security, Steady Work	Salary
1st					
2nd					

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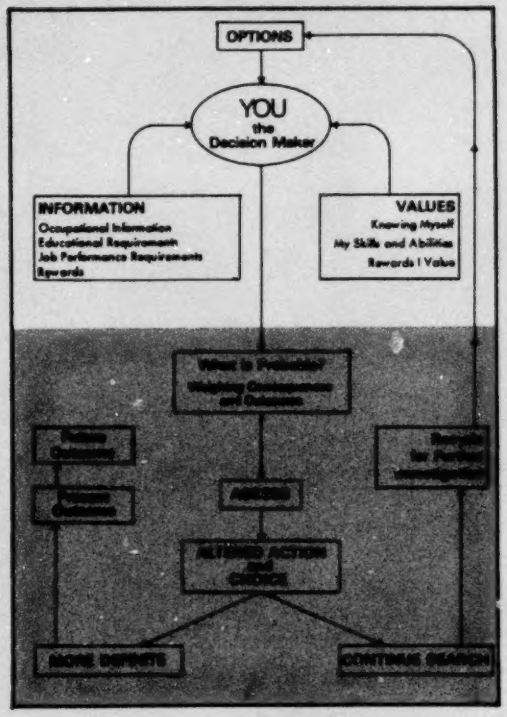
DECISION POINT PACKET



DECISION POINT I:

LINKING MY OTHER CHARACTERISTICS WITH THE OCCUPATION

Do My Other Characteristics Meet the Requirements of the Occupation?

Capsule 11

DECISION POINT II:

LINKING MY SKILLS AND ABILITIES WITH INFORMATION ABOUT OCCUPATIONS

Do I Have the Qualifications to Meet the Requirements of the Occupation?

Capsule 12

DECISION POINT III:

LINKING REWARDS I VALUE WITH REWARDS IN THE OCCUPATION

Are Rewards Present in the Occupation of Value to Me?

Capsule 13

DECISION POINT IV:

WEIGHING CONSEQUENCES AND OUTCOMES

What is Probable?

Capsule 14

DECISION POINT V:

ALTERED ACTION AND CHOICE

Is My Choice More Definite or Does It Need Further Investigation?
Where Do I Go From Here?

Capsule 15

DECISION POINT I

SUGGESTIONS FOR LEADERS

Career Decision Making

LINKING MY OTHER CHARACTERISTICS
WITH THE OCCUPATION

DO MY OTHER CHARACTERISTICS
MEET THE REQUIREMENTS OF THE OCCUPATION?

Introduction:

The Decision Point Packet consists of capsules that perform a linking function in the decision making process by providing the student with activities and a strategy for weighing consequences and outcomes. The opportunity to assess all the information and answer questions is provided through a framework that allows for action and choice. If this choice is tentative and requires further investigation, the student may recycle. If the choice is more definite, the student may reach his or her desired outcome. Upon completion of this packet, the student should have skills to use the decision making framework for recycling or to apply to future occupational and training decisions.

Activity #1. CAREER MINI COURSE FRAMEWORK

Go over the J-E Decision Making Process and Review the Mini Course Framework Chart so students see where they are in the process and the course. The counselor should conference with students at the various decision points and help students to recycle if necessary.

Activity #2. INFLUENCES OF OTHER CHARACTERISTICS

Leader should review Capsule 3 and examples given, page 3.1.

The purpose is to examine if a student's other characteristics will have an effect on occupational choice. Would being a female or being a black woman influence choice? For example, if the student is a female aspiring to be a veterinarian or if she is a black woman looking towards a business administration career, sex may have some negative influence in one case and sex and race a positive influence in another. Either may or may not have an effect on the career choice depending upon his or her attitude, ability, motivation and the risk he or she is willing to take.

Consider discussing non-traditional careers for women and men such as:

Female:

Lineman	Veterinarian or Assistant to Veterinarian
Mechanic	Plumber
Truckdriver	Dentist

Activity #2
Continued

Male:

Nurse	Secretary, Office Assistant
Telephone Operator	Dental Hygienist

Activity #3. NEGATIVE INFLUENCE EFFECT

A discussion of the importance and effect of these characteristics may add reality and support to a student who had not thought of them previously.

This discussion may or may not change the decision but becoming aware of possible effects is important.

While Other Characteristics are important they are usually not important enough to consider recycling in the Decision Making Model.

CAPSULE #11

Career Decision Making

DECISION POINT I

Linking My Other Characteristics with the Occupations

Do My Other Characteristics Meet the Requirements of the Occupation?

MAJOR IDEA: I have reached the first main decision point in the career decision making process. I should link my other characteristics with the requirements of the occupation.

LEARNING OBJECTIVE:

Deciding on the effect these characteristics have upon selection will assist me in my career choices.

LEARNING ACTIVITIES:

Activity #1

CAREER MINI COURSE FRAMEWORK

Take a look at the Course Framework Chart on page 28 to see where you are in the decision making process. Discuss in groups.

Activity #2

INFLUENCE OF OTHER CHARACTERISTICS

On the following page assess the influence your other characteristics might have on your occupational decisions.

Activity #2

INFLUENCE OF OTHER CHARACTERISTICS

Check your other characteristics described in Capsule 3, page 15 and the Career Motivation Process Chart, page 36. Judge and decide on the possible influences they will have on selection in your two preferred occupations.

	Negative Influence	Some Negative Influence	No Influence	Some Positive Influence	Positive Influence
	1	2	3	4	5
1st Occupational Preference					
Sex					
Age					
General Health					
Physical Characteristics					
Race					
Nationality					
Personality					
Temperment					
Sociability					
List Others:					
2nd Occupational Preference					
Sex					
Age					
General Health					
Physical Characteristics					
Race					
Nationality					
Personality					
Temperment					
Sociability					
List Others:					

Activity #2

NEGATIVE INFLUENCE EFFECT

Examine the negative influences. Decide whether or not they will influence your occupational choice. Circle the appropriate word.

YES INDIFFERENT NO

How might this change your decision?

How might you adjust to any of the positive or negative influences?

What are some things you might have to think about or do to adjust your plans to these negative influences?

DECISION POINT II

SUGGESTIONS FOR LEADERS

Career Decision Making

LINKING MY SKILLS AND ABILITIES WITH INFORMATION ABOUT OCCUPATION

DO I HAVE THE SKILLS AND ABILITIES TO MEET THE REQUIREMENTS OF THE OCCUPATION?

Activity #1. LINKING THE VALUES AND INFORMATION FRAMES

Refer and review with students the Mini Course Framework, page 28 , to help in understanding where the student is and how the linking and recycling concepts may be implemented.

Activity #2. SELF ASSESSMENT

Students should be encouraged to appraise themselves based upon previous knowledge acquired in the mini course. Review and check previous capsules and Values Summary sheets, pages 34-36.

Activity #3. STUDENT-COUNSELOR CONFERENCE

A counseling session with each student should be planned to determine where and how much agreement is present between the self-assessment and how the counselor sees the student's qualifications. Since the assessment is partially subjective, care should be exercised not to underestimate ability or discourage student aspirations.

The student should proceed to Capsule 13 only after completing Capsule 12 and talking with his counselor.

More lengthy counseling may be necessary if a student is not satisfied with the score, if the score is very low ir if either the counselor, student, or parents disagree with the student's self-assessment and counselor's rating. Refer to the Decision Making Mini Course Framework Chart for recycling suggestions.

Activity #4. WHAT ARE YOUR ALTERNATIVES? *

This 4 check point strategy may be an aid any time in the decision making process to help the student see alternatives.

Occupational alternatives may be listed whether or not students are recycling or proceeding to Capsule 13.

* Ideas adapted from Deciding, College Entrance Examination Board, p. 22.

CAPSULE #12

Career Decision Making

DECISION POINT II

Linking My Skills and Abilities With Information About Occupations

Do I Have the Qualifications to Meet the Requirements of the Occupation?

MAJOR IDEA: I have reached the second main decision point in the career decision making process. I should link my skills and abilities with the information I have about the occupation.

LEARNING OBJECTIVE:

I should be able to better decide on whether I have the necessary skills and abilities to meet the needs of the occupation.

LEARNING ACTIVITIES:

Activity #1

LINKING THE VALUES AND INFORMATION FRAME

Take a look at the J-E Career Decision Making Model and Chart to see where you are going in the career decision making process. Discuss with leader and group.

You are linking the occupational information you have from the information packet with what you know about your personal and career values. Before proceding to the next capsule in this decision point packet, check how your information agrees.

SELF ASSESSMENT

Now, you have a better understanding of yourself, your interests, abilities, and the requirements of the occupation. Circle the number that corresponds to where you think your Academic Ability, Special Aptitude and Skills, and Effort and Desire to Work lie in relationship to your choice of an occupation. Refer to your summary sheets, pages 34-36 to help you complete this self-rating activity on the next page.

Activity #2
Continued

SELF ASSESSMENT

1st occupational preference _____ 2nd occupational preference _____

Circle the number.

Low	Slightly Below Average	Average	Above Average	Very High
1	2	3	4	5

ACADEMIC ABILITY

Low	Slighty Below Average	Average	Above Average	Very High
1	2	3	4	5

SPECIAL APTITUDES AND SKILLS

Low	Slightly Below Average	Average	Above Average	Very High
1	2	3	4	5

EFFORT AND DESIRE TO WORK HARD

Total Circled #'s _____

Activity #3

STUDENT-COUNSELOR CONFERENCE

Check your self assessment with your counselor to see if you agree.

_____ Disagree _____ Slightly Disagree _____ Slightly Agree _____ Agree

If you scored between 9-15, after completing this capsule go to Capsule 13 - Are Rewards Inherent in the Occupation of Value to Me. If your score is below 9, recycle to your second preference or related jobs of your first preference.

No matter what your score is, you may continue to discover some occupational alternatives.

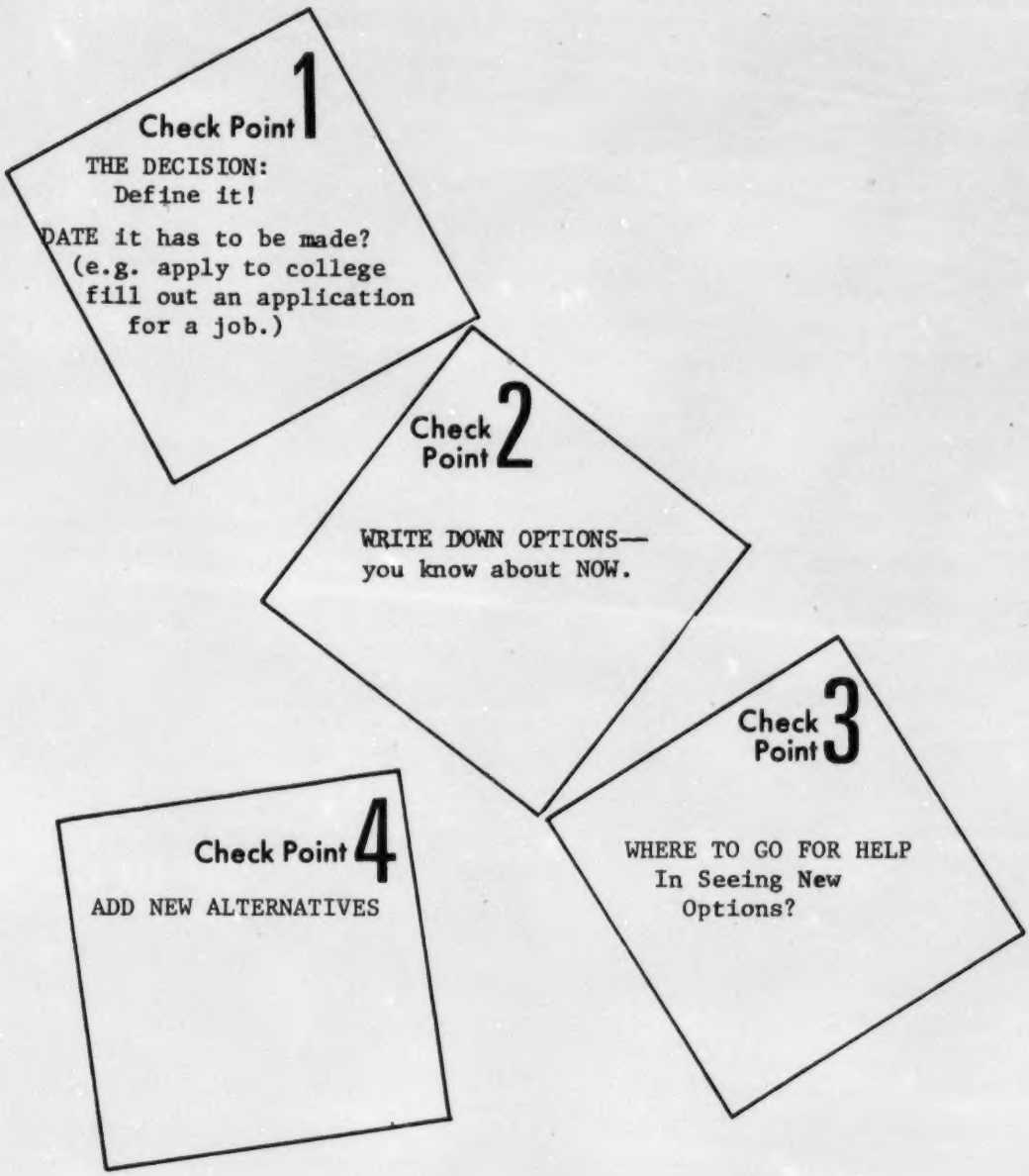
Activity #4

The following activity will provide some practice in decision making.

What Are Your Alternatives?

As you reach a decision point, four check points can be followed to help you see the alternatives. What job alternatives fit your skills and abilities?

Next to each check point write down your Decisions, your Options, Where To Go For Help, Add New Alternatives.



DECISION POINT III

SUGGESTIONS FOR LEADERS

Career Decision Making

LINKING REWARDS I VALUE WITH REWARDS IN THE OCCUPATION

ARE REWARDS PRESENT IN THE OCCUPATION IMPORTANT TO ME?

Activity #1. REWARDS ASSESSMENT

Students are asked to indicate their occupational preferences at this time. Their preferences may have changed or been modified during the Mini Course. Leaders may remind students that by taking another look at their reward values and the satisfactions people employed in the profession report, they may assess more accurately their occupational preferences.

This linking of student values with rewards in the occupation may be facilitated by checking Capsule 6, Values Summary, pages 34-36 and the Occupational Information Chart pages 54-55.

Students should take another look at themselves. Have changes in values, rewards, occupational preferences occurred? What about interests?

The leader will need to check with each student to see if Rewards I Value and Rewards in the Occupation are congruent. If there is a high degree of incongruency, counseling and a plan of action for recycling in the decision making process and in the Mini Course may be necessary.

You and the students may wish to validate the similarities and differences in open-ended statements.

After counseling, recycling and further occupational exploration may be considered.

All proceed to Occupational Alternative Search, page 65.

Activity #2. OCCUPATION ALTERNATIVES SEARCH *
(Optional)

Even if there is high agreement in Activity #1, Rewards Assessment, the student may benefit by considering possible occupational alternatives particularly if occupational exploration has been limited.

* Ideas adapted from Simon, p. 195.

Activity #2
Continued

Purpose: To provide students with practice in searching for alternatives, dealing with general value issues and life situations.

The leader may say: for many people life is just a collection of accumulated habits. This should lead to a discussion of life styles and of the importance of considering alternatives to the way we live.

1. Ways to save time.
2. Ways to make learning fun.
3. Ways to get along with our parents.
4. Ways to make a contribution to our community/school.
5. Ways to gain more control over our own lives.
6. Ways to work more effectively in small groups.

and/or

The activity may be completed as is outlined in the Student pages. Students may think of some occupational alternatives based on learnings from Values and Information Packets. Group members may be helpful to each other in this search.

CAPSULE #13

Career Decision Making

DECISION POINT III

Linking Rewards I Value with Rewards in the Occupation

Are Rewards Present in the Occupation Important to Me?

MAJOR IDEA: I have reached the third main decision making point in the career decision making process. I should link the rewards I want from my occupation with the rewards present in my preferred occupation.

LEARNING OBJECTIVE:

I should be able to decide better on how well the rewards I desire and the rewards in my preferred occupation agree.

LEARNING ACTIVITIES:

Activity #1

REWARDS ASSESSMENT

At this point my occupational preferences are:

_____ and _____
(1st) (2nd)

Activity #1
Continued

REWARDS ASSESSMENT

Linking Rewards I Want With Rewards Present in the Occupation:

Check back to Capsule 6, Values Summary and Career Motivation Process--pages 34-36 and Capsule 10, Occupational Information Chart, pages 54-55.

Write the rewards in order of preference below.

Rewards (Satisfactions) I Want in a Job	Rewards Present in My Preferred Job
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Circle those that are alike in both columns.

If there are some differences, discuss these in your groups and talk them over with your counselor. What might be some alternatives?

Some Alternatives:

1. Take another look at yourself.

   (a) Review your Values Packet. Ask Yourself:

   --Are your values still the same?

   ____Yes ____Somewhat ____No

   (b) Review your interests and possible occupations.

2. Possibly recycle and explore related occupations and/or your 2nd or 3rd occupational preference.

3. Try the Occupational Alternative Search, page 65.

Activity #2
(Optional)

OCCUPATION ALTERNATIVE SEARCH
(OPTIONS)

Useful for:

Searching for other occupational possibilities and/ or related occupations.

When parts of your value system and information system are not in agreement.

1. Individually list below as many occupational alternatives as you can think of in from three to five minutes.

2. Form into groups of three or four. Acting as a team, develop a list of alternative solutions by sharing your individual lists and by adding any solutions. Choose the alternatives that are best for you.

Write down the suggested occupational alternatives on the following chart. Place a check in the appropriate column.

My Occupational Alternatives	I like it and would consider trying it	I am unsure about trying it	I definitely won't try it
1.			
2.			
3.			
4.			
5.			

Discuss the results and why you made your choice.

DECISION POINT IV

Career Decision Making

SUGGESTIONS FOR LEADERS

WEIGHING CONSEQUENCES AND OUTCOMES *[1]
(WHAT IS PROBABLE?)

Activity #1. CONSEQUENCES OF POSSIBLE ACTIONS

Predicting consequences of possible actions often is done unconsciously and sometimes unreliably. The decision branch (tree) concept is used again.

Possible actions are given for practice. Students fill in 1 positive and 1 negative consequence of the alternatives and actions.

Other possible actions:

"Getting busted"
"Father died"
"Didn't get job wanted"
"Didn't get accepted at college"
"You became a housewife"

Look ahead and predict the probability of action? (low, medium, high)

Brainstorming can be used to generate additional alternatives which can be listed in the space provided.

Note: Satisfactory outcomes are influenced by the student's preferences, feelings, emotions, values, intuition and so forth. Preferences, however, should not interfere with skillful interpretation of information.

Activity #2. PROBABILITY OF YOUR CAREER DECISION *[2]

Purpose: To be able to look at the risk involved (pros and cons) in a career choice. The advantages (benefits, low risk) are listed on the left side of the sheet and the disadvantages (costs, high risks) on the right side of the sheet.

Students compare the list of benefits against the list of costs. Those having equal weights on both sides are cancelled. A line may be drawn through them. Two costs may cancel out one benefit.

*[1]Ideas adapted from Decisions and Outcomes, p. 34.

*[2] Ideas adapted from Simon, pp. 189-192.

Activity #2
Continued

Assign a number to each advantage and disadvantage depending upon the degree of reward or risk. You may be left with more items on one side than the other. Total the advantage and disadvantage columns and form a risk ratio fraction.

A Risk Ratio could be derived as follows:

$$\frac{\text{Total Advantages}}{\text{Total Disadvantages}} = \frac{4}{2} = 2$$

A risk with a ratio greater than 1 is worth taking.

Point out that the numerical value is purely subjective and may not be objectively accurate. The value lies in helping students measure their feelings about the pros and cons in making an affirmation or decision.

Activity #3. REMOVING BARRIERS FOR OCCUPATIONAL CHOICE ACTION *
(Optional)

Barriers to action often exist for some alternatives. Perhaps they are time or money or other priorities. This activity should help students think about how barriers might be removed or reduced.

Some of the disadvantages (costs, risks) of a career choice might be looked upon as barriers and might be used in this activity.

* Ideas adapted from Simon, p. 209.

CAPSULE #14

Career Decision Making

DECISION POINT IV

Weighing Consequences and Outcomes

What is Probable?

MAJOR IDEA: In decision making consequences of possible actions need to be weighed and probability of outcomes predicted.

LEARNING OBJECTIVE:

Summary and assessment of values and information data will help me in a plan of action towards career choice. Consideration should be given to alternatives, risks, and consequences.

LEARNING ACTIVITIES:

Activity #1

CONSEQUENCES OF POSSIBLE ACTIONS

Decision making is uncertain. Deciding would be easier if outcomes could be predicted. If you knew the outcomes you would not have to worry about the risks. However, your environment is uncertain. Therefore, the decision maker must develop all the resources he can. Looking ahead and weighing possible consequences of an action help you make better decisions.

The following activity will help you see the consequences of possible actions. The better able you are to predict an outcome the more satisfied you may be with your choice.

Activity #1
Continued

Consequences of Possible Actions

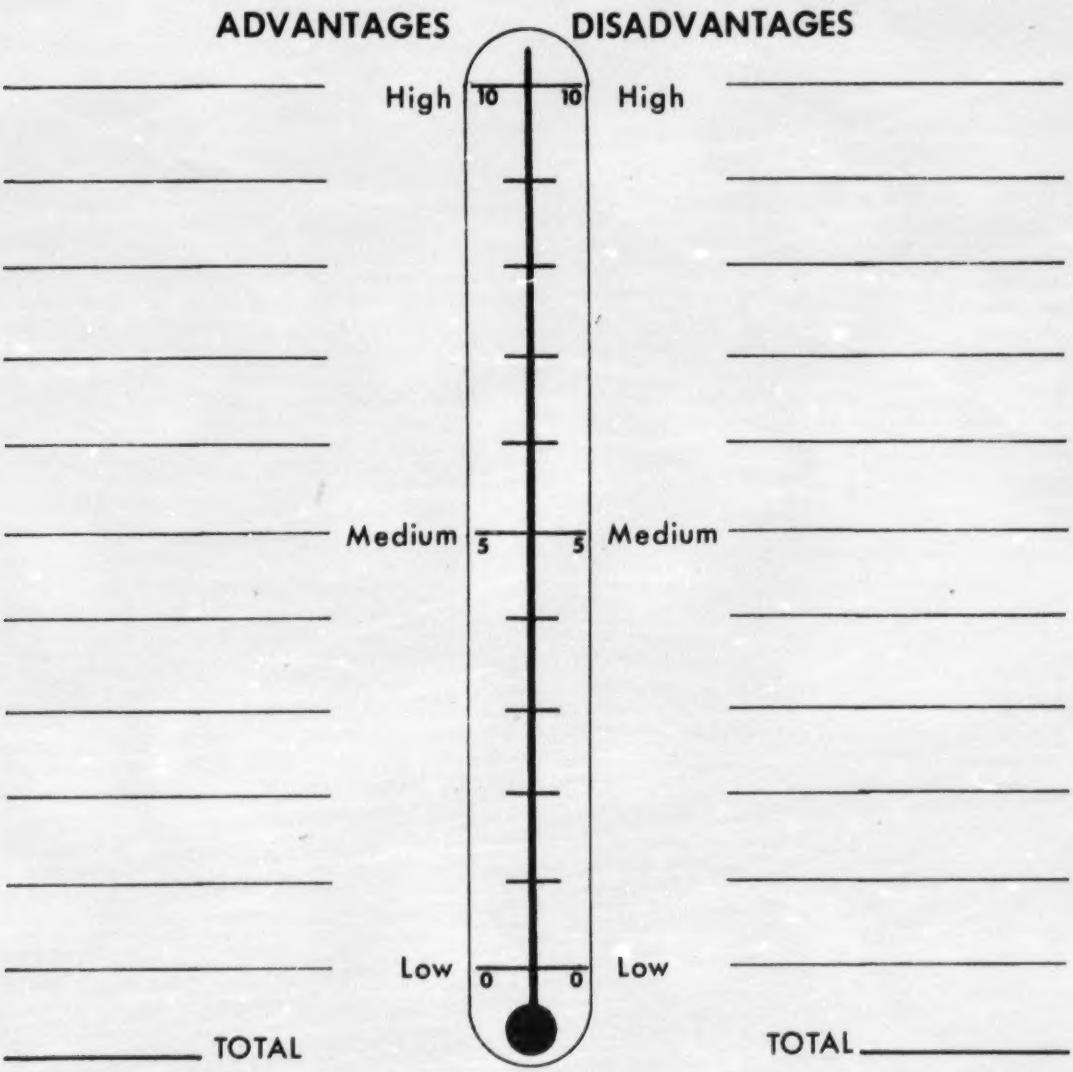
Write in 1 positive consequence and 1 negative consequence of the actions. List other actions you might consider. Then rate the probability (low, medium, high) of the action occurring to you.

Possible Alternatives and Actions	Consequence		Probability of Action		
	Positive	Negative	Low	Medium	High
You ran away from home.					
You never got married.					
You quit high school.					
You graduated from a two-year college or technical school.					
You went on welfare.					
You did not make any work or college plans.					
You enrolled in a four-year college.					
You got married.					
You took any job you could find.					
You went to live in a commune.					
You went in the Peace Corps.					
You joined the armed services.					
You traveled or "bummed around."					
You worked in a factory.					
You put off going to college.					

Discuss results.

Probabilility of Your Career Decision

State what you would like your job to be. List the advantages (benefits) on the left side and the disadvantages (costs) on the right. Compare the costs against the benefits by drawing a line through those which have equal weight. Assign a number to each advantage and disadvantage.



Make a fraction by putting the total number from the advantage column above the line. Put the total number from the disadvantage column below the line to make your risk ratio fraction.

For example: Risk Ratio Fraction = $\frac{\text{Advantages}}{\text{Disadvantages}} = \frac{4}{2} = 2$

My Risk Ratio Fraction =

Is the risk worth it?

Action, if any, you plan to take:

Activity #3
Optional

REMOVING BARRIERS FOR OCCUPATIONAL CHOICE ACTION

List all the possible or real barriers, both within and outside yourself, which seem to be keeping you from considering some occupation. List steps you could take which might help remove or reduce each of the barriers.

Some examples of barriers might be: time, money, length of training, desire to live in a particular place. Some of the disadvantages or risks listed on the previous page, 68, might be barriers.

List Perceived or Real Barriers

Within Self	Outside Self

In small groups suggest to each other ways to remove or reduce barriers.

DECISION POINT V

SUGGESTIONS FOR LEADERS

IS MY CHOICE MORE DEFINITE OR DOES IT NEED FURTHER INVESTIGATION?

The Occupational Decision Making Mini Course may terminate with this capsule. The leader's aim should be to summarize the course and review the decision making process in such a way that students may see how they can use their skills and the decision making framework in future decisions whether for further training or a job.

Some students may wish to continue exploring occupations and link their values, interests, skills and satisfactions they want with information they have about the occupation. The Decision Making Model allows this continual recycling until a student reaches his or her desired outcome. This outcome may be tentative now, but eventually lead to a more definite future outcome.

Activity #1. WHERE DO I GO FROM HERE?

Review each part of the J-E Career Decision Making Model with the students making suggestions on how to use it. Some points to cover:

1. What is decision making?
2. Career Decision Making Model
   - Outcome
   - Options
   - Values System
   - Information System
   - Linking System
   - Consequences and Outcomes
   - Assessment and Tentative Action
   - Recycling
3. Career examples and decision tree concept given in the introduction on how to use the model may be appropriate here. Students could "run through" their own examples.

4. To review the decision making process and its applicability to future decisions students may discuss their career choices by using the J-E Model. Both the leader and student may discuss the plausibility of the choice and the need for recycling.

A discussion about satisfactions or dissatisfactions with the possible career decisions may take place. Both the leader and student should record what they need to know in planning for further action and choice.

Activity #1
Continued

In trios, students could make suggestions for their plans, information and actions left to take.

Activity #2. USING INFORMATION FOR CAREER CHOICE *

The activity is designed for either the student seeking an occupation or further training.

In a heterogeneous group of students the activity may be conducted simultaneously. Some students may benefit by looking at information for further training and factors in occupational choice. Additional job factors and ideas for further training may be added.

After students have checked the information that is important to them they shouldgo back and circle 8-10 occupational and further training factors.

Resources available should be reviewed with the students. Others to use:

1. College Entrance Viewdeck - narrows down choices from 2700 possibilities
   Job Sorter
   Occupational Briefs, Chronicle Guidance Publications, Moravia, New York
2. Lovejoy's College Guides, Simon & Schuster, Inc., Educational Division, 1 West 19th Street, New York, New York 10018.
3. Barron's College Guides, Barron's Educational Services, Inc., 113 Crossways Park Drive, Woodbury, New York 11797.
4. Technical School, Community and College catalogs
5. Previous Senior Acceptances according to Colleges, Rank in Class, SAT, Regent Scholarship Scores (complied in some guidance offices).
6. Resources from Capsules 7-10.

Discussion in groups may be helpful to the students.

All this should be followed up with some individual and/or small group counseling. How to make further choices and determine probability of success in acceptance could be covered.

* Ideas adapted from Decisions and Outcomes, p. 46.

Activity #3. YOUR CAREER DECISION BRANCHES

The formal part of the Career Decision Making Mini Course is just about completed.

Your Career Decision Branches help provide a summary framework for career choices. At this time choices will still be tentative and should be flexible for future adjustment.

The leader may need to give an example of a choice, ways of implementing it, different consequences that might emerge as a result of the implementation. Students express their priorities by ranking and then choose a tentative action.

A final evaluation from students would be helpful to you in offering the Mini Course in the future.

CAPSULE #15

DECISION POINT V

Altered Action and Choice

Is My Choice More Definite or Does It Need Furthur Investigation?

Where I Go From Here

MAJOR IDEA:

At my age my career choices are still somewhat tentative. As my job experiences and/or education increase I may have new options. My present choices may be altered or adapted.

LEARNING OBJECTIVE:

The career decision making framework provides me with the possibility of recycling and/or using the model in future choice situations.

LEARNING ACTIVITIES:

Activity #1

WHERE I GO FROM HERE

The occupations I thought I preferred may not agree with what I know now. I may be somewhat dissatisfied with some of my choices.

Review the career decision making process in the J-E Model in order to see:

1. Where I am and where I am going.
2. Career development is a life-long process. What do I know about myself and my tentative choices? What do I still need to know?
3. Take your tentative career choice and discuss it using the J-E career decision making model.

Activity #1
Continued

WHERE I GO FROM HERE

What are your ideas or plans for arriving at a more satisfactory choice?

Discuss in trios:

Your Plan	Information to Gather	Action to Take

Activity #2

USING INFORMATION FOR CAREER CHOICE

The J-E Career Decision Making Model may serve as a strategy (plan) for making future decisions about further training and occupational choices.

Decision making skills may be applied to making a choice for further training and for an occupation. Information on occupations and further training appear on the following pages. Check (✔) the information that is important to you. Add any data you wish to the list. Then circle 8-10 characteristics or factors that are important to you.

Activity #2
Continued

Using Information for Further Training

_____Type of Institution

___On the job training
___Adult education classes
___Home study
___Technical school
___Union or apprentice training
___Community/2-year college
___Two year college
___Four year college
___State University
___Private college or university

_____Location

___In home town or county
___Close enough to come home for all holidays
___A school in the Northeast or Atlantic Coast
___A large city school___ a small city school___ a rural school___
___ other
___No preference

_____Size

___Average size school
___A small liberal arts college
___A large, well respected college or university
___Middle size college (3,000-6,000)
___Other

_____Type of People (Enrollment)

___Coeducational
___Open admissions college that offers special interest and programs for minorities
___Religious affiliation or known percentage of Hebrews, Protestants, Roman Catholics, other
___Many from private high schools

_____Educational Opportunity

___Prestigious name (high national and state reputation)
___Strong academically in my field of interest
___Special study program (junior year abroad, college exchange, independent study, work study, etc.)
___Flexibility in choice of courses

_____Activities, Benefits, Living/Working Conditions

___Athletics
___A large, intercollegiate sports program
___A place where I have a chance to participate in at least 1 varsity sport
___A large intramural program
___Surroundings, attractive campus, housing
___Strong student government
___Concerts, plays, other cultural opportunities
___Variety social activities

Activity #2
Continued

_____Activities, Benefits, Living/Working Conditions (continued)

___Housing
___Adequate, on campus
___Large percentage students living on campus
___Commuting campus

_____Armed Services Training

_____Costs

___Tuition or fees
___Low state tuition
___Moderately priced
___Large number available scholarships
___Financial aid and jobs available
___Room and board
___Travel
___Other

_____Approval of others

___High status in the minds of others
___Parents
___Friends

_____List Other Information

___
___

Now, circle 8-10 characteristics that are most important to you.

Using a Viewdeck, college, technical school catalogs, trade journals list 5-8 schools or colleges that satisfy these characteristics. Predict your chances of acceptance and satisfaction.

Possible Schools	Chances of Acceptance			How Satisfied Would You Be		
	High	Medium	Low	High	Medium	Low
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

Be sure you have some choices in each of the columns.

Discuss in small groups.

Meet with your counselor and review.

Activity #2
Optional

Factors in Occupational Choice

_____Type of Work Place

___High status
___Industry, Factory
___Business
___Small privately owned company
___Government
___Education or service oriented

_____Location

___Near home
___Close enough to come home for holidays
___Job may require moving out of state
___A city versus a small town (10,000-20,000)
___List other

_____Size

___Small, know everyone well
___Large where get to know only a few
___Medium, where get to know quite a few

_____Type of People

___Males and females in about equal number
___More males or females
___Mostly young people versus all ages
___Mostly high school graduates versus some college and technical
___Sociable

_____Educational Opportunity

___Furthering education encouraged
___Released time for education
___Tuition benefits
___In-service and/or apprentice training
___On job training

_____Job requirements

___Good mental ability
___Certain skills
___Many entry jobs
___Good opportunity for advancement
___Little extra training needed
___Education required beyond high school
___Job may be obsolete in the future
___Few women are in the job (or men)

_____Labor Market Conditions

___Many jobs available in my preferred occupation
___Few jobs available

Activity #2
Continued

_____Activities, Benefits, Living/Working Conditions

___Variety of social activities, parties, bowling leagues, other teams
___Surroundings--pleasant lounge, lunch room
___Working conditions--quiet, clean
___Working alone sometimes a requirement
___Working and getting along with many people required
___Fringe benefits
___Medical, retirement and other usual benefits
___Stock options
___Bonus
___Overtime
___Long vacation
___High Salary
___List others

_____Costs

___Clothes
___Transportation
___Good housing in area
___Tools
___List Other

_____High status in the minds of others

_____List Other Information

___
___

Circle 8-10 factors that are most important to you.

Name 4 places of employment you know about that would fit these factors and your tentative job choices. Weigh consequences of possible choices. Check how satisfied you would be with these choices. What do you think your chances are of being hired?

Place of Employment	Satisfaction			Chances of Being Hired		
	High	Medium	Low	High	Medium	Low
1.						
2.						
3.						
4.						

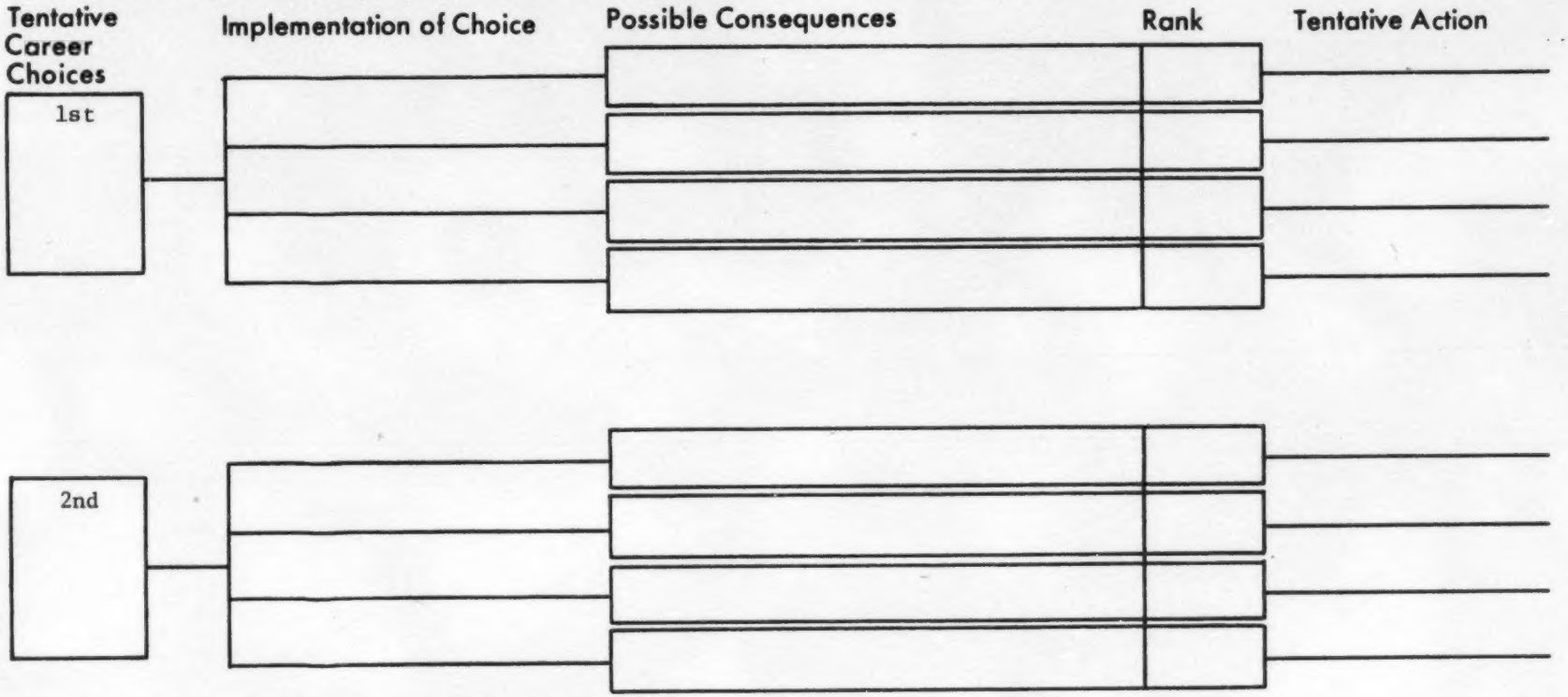
Discuss in groups

Meet with your counselor and review.

Activity #3

Your Career Decision Branches

These branches help provide a summary framework for your career choices. Fill in your 2 Tentative Career Choices at this time. List ways to help bring this about (Implementation of Choice).
What might be the Possible Consequences? Rank them and choose a Tentative Action.



Discuss your Career Decision Tree in small groups.

CONGRATULATIONS! You have completed the Career Decision Making Mini Course.
Discuss your outcomes within your group and with your leader and counselor.

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